Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District
November 28, 2022

Agenda

1. Adult ESL Class Presentation
2. Mental Health and UMASD & Our Partnership with UPENN Consortium for Mental Health & Optimal Development
3. New High School Courses – Video presentation
4. Update: D.E.I. Committee
5. Federal Grant Expenditures

Adult ESL Class Presentation



Upper Merion Area School District

UMASD Adult ESL Classes

Christine Salgueiro
Katie Davidson

November 2022

About Our Class:

- **Wednesday <u>OR</u> Thursday - Students Choose 1**
  - **Flexibility increased consistent participation**
- **Duration:**
  - **6:15-8:15 PM**
  - **8 Week Course**
- **Whole Group & Stations**
  - **2 Teachers / 3 Stations**
- **Student Volunteers / Childcare for ages 3+**
- **Student Growth**
  - **week 1, Fall session: Pre-assessment**
  - **Week 7, Spring session: Post-assessment**



Rotating Stations:

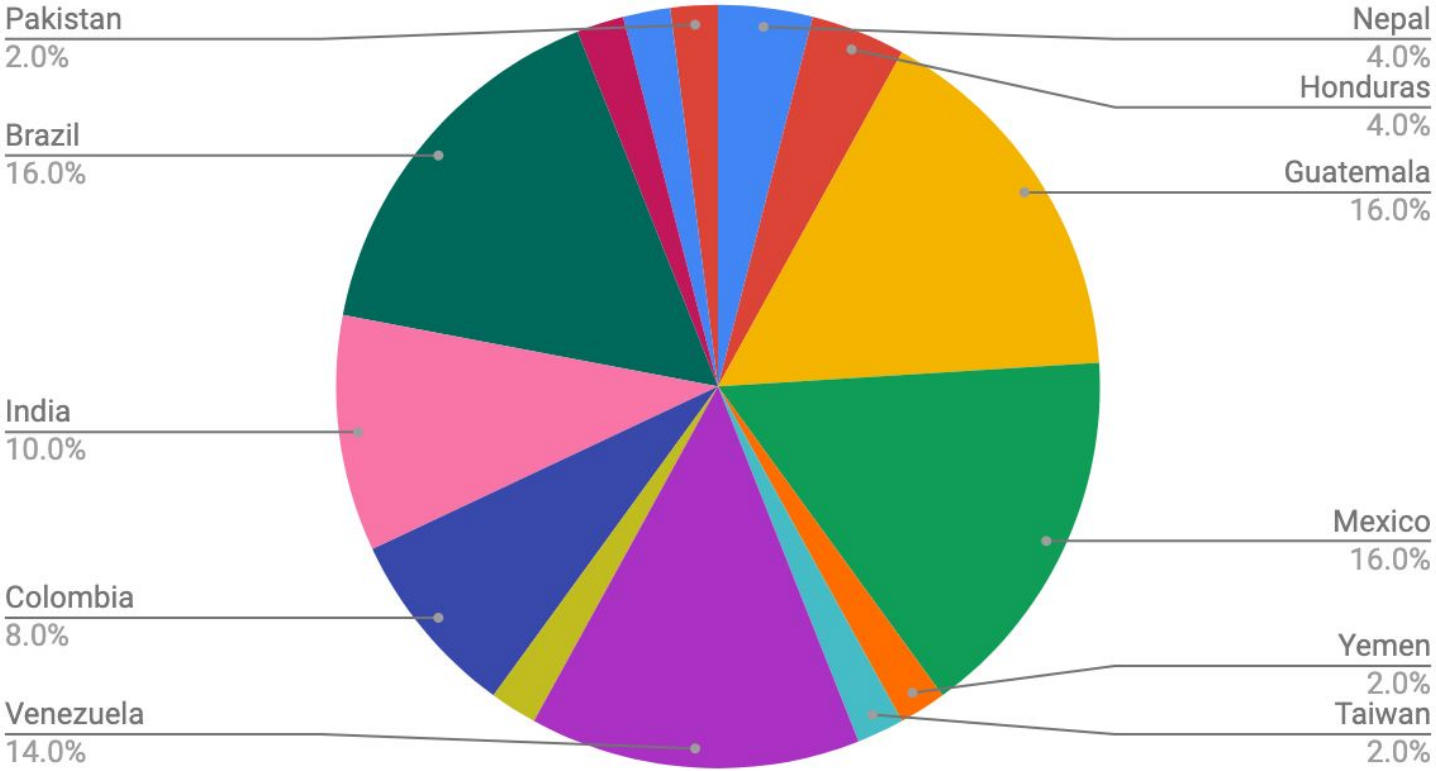
Grammar
Vocabulary
Writing
Reading
Everyday Conversation
Pronunciation

Growing our Classes

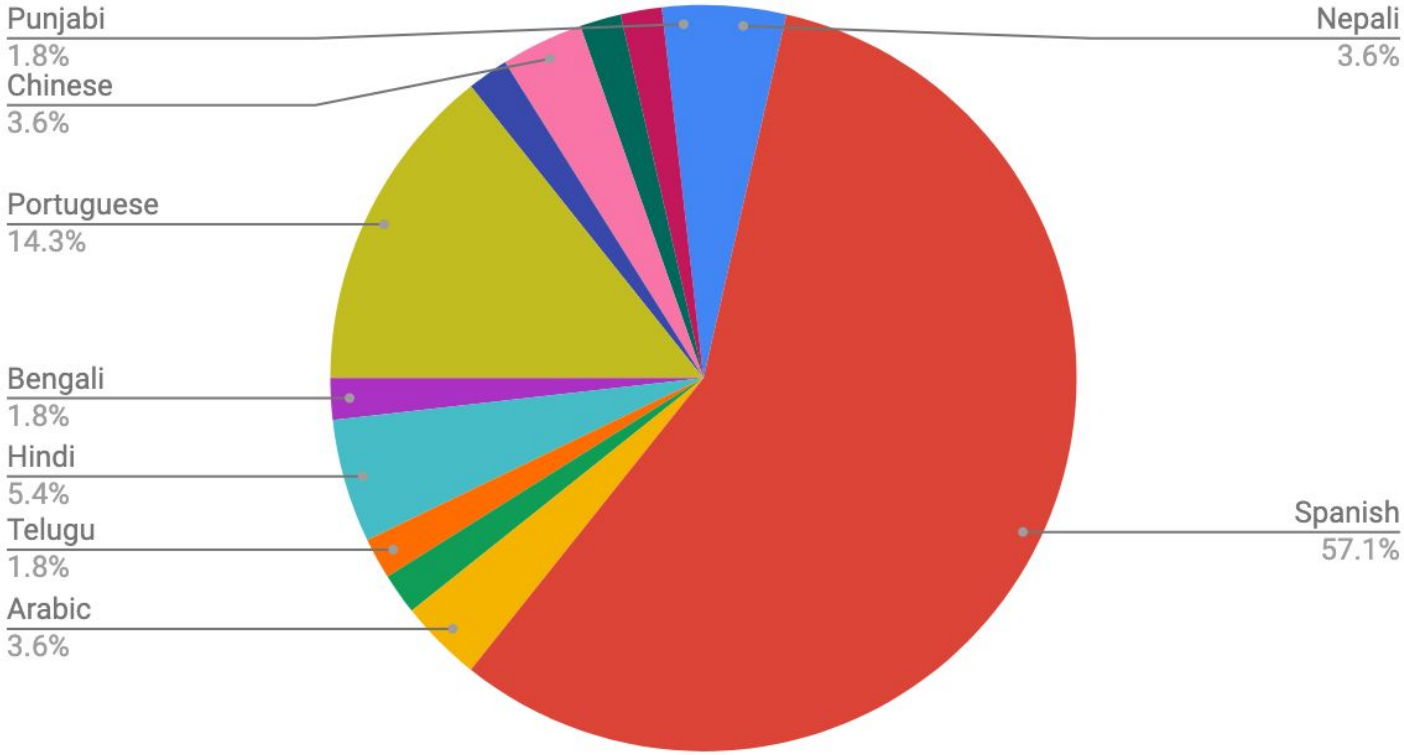
- **Summer 2022 - Offered our first Book Club!**
- **Adult Students participated by sharing their immigration stories in our Building Bridges Museum at the Middle School**
- **Adult students attended our 22nd Annual ESL Family Night**



UMASD Adult ESL Countries of Origin (Fall 2022)



UMASD Adult ESL Languages Spoken (Fall 2022)



Adult ESL Student Voices

Yi Ling
Dayfer Ramirez

Next Level

Adult ESL Class



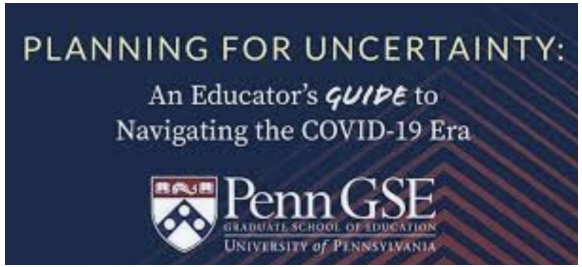
WHO: Advanced English language learners

WHAT: Preparation for US Citizenship/Naturalization Exam

WHEN: Every Thursday for 6 weeks beginning September 22 from 6:15 - 8:15 pm

WHERE: Upper Merion Area Middle School

Contact Steph Dell'Elmo at sdellelmo@umasd.org



Penn GSE

CONSORTIUM FOR MENTAL HEALTH & OPTIMAL DEVELOPMENT

Mental Health:
Our Partnership with UPENN Consortium for Mental Health & Optimal Development

Information About the REACH Program

What is it?

- **Co-led intensive mental health program for adolescents**
  - **Delivered in an integrated, school-based setting**
- **24/7 crisis support**

Intent of Program

- **Assist students who are returning from alternative placements as well as to decrease *need* for alternative placements**

Structure

- **Daily group therapy informed by evidence-based practices, such as Dialectical Behavioral Therapy (DBT) and Cognitive Behavioral Therapy (CBT)**
- **Weekly individual therapy to address symptom management, stress tolerance, relationship building and academic/personal success**

Systems Collaboration

- **Work with families, school personnel, outside medical/mental health practitioners, and peers**

Examples of REACH Interventions

- **Therapy Specific Interventions**
  - Help students build coping skills to work through negative emotions and behaviors
  - Identification of recurring themes
  - Focus on building healthy interpersonal relationships
  - Identify and process triggers from past trauma
- **Types of Therapy Incorporated**
  - Cognitive-Behavioral Therapy (CBT)
  - Dialectical Behavior Therapy (DBT)
  - Mindfulness exercises
  - Art therapy
  - Narrative Therapy
  - Supportive therapy
  - Exploratory therapy
- **Other Relevant Interventions**
  - 24/7 support via phone calls and text messages (e.g., monitoring safety throughout the day, supporting student's re-entry to class in real time)
  - Provide family therapy sessions to increase student support and success
  - Collaborate with teachers, guidance counselors, and other staff members to help support students
  - Remain in close contact via meetings, phone calls, and emails with parents

Program Goals

1. **Reduce need for alternative placements for students**
2. **Improve attendance (absences and tardiness)**
3. **Maintain or Increase academic grades**
4. **Decrease symptoms related to emotional difficulties**

Goal 1: Reduce Need for Alternative Placements

- 2 out of 20 students (0.1%) required alternative educational placements due to discipline/academic issues.

Outside Treatment

- 1 out of 20 students (0.05%) sought additional outside treatment that consisted of short inpatient stays, and partial hospitalizations. These students were then able to return to UMAHS versus seeking alternative educational programs.

Goal 2: Increase Attendance

- Of the 14 students with 2020/2021 attendance data:
  - 71% improved attendance from year
  - 29% maintained attendance from last year
  - 0% decreased attendance from last year

- Of the 14 students with 2020/2021 tardiness data, 86% improved from last year.

Goal 3: Increase/Maintain Grades

75% of students with data available **INCREASED** their GPA

Of the students with data from the last school year (13):

- 54% maintained their GPA
- 46% increased their GPA > .3

Current GPA (16 students)

- 38% of students earned a GPA of >3.0
- 35% of students earned a GPA of >2.0
- 27% of students earned a GPA of >1.0

Goal 4: Decrease Mental Health Symptoms

Measures given:

Anxiety

SCARED-Youth Version (Youth Anxiety Scale)

Depression

CES-DC (Depression Scale for Children)

PHQ-9 (Patient Health Questionnaire-9)

Anxiety Scale: SCARED – Youth Version

73% of students reported a **decrease** in **Total Anxiety** scores

63% of students reported a **decrease** or no change in **Generalized Anxiety** scores

80% of students reported a **decrease** or no change in **Social Anxiety** scores

72%of students reported a **decrease** or no change in **Social Avoidance** scores

Depression Scale: CES-DC & PHQ-9 (For ages: 18+)

- **73%** reported a **decrease** in **depressive symptoms**
- CES-DC and PHQ-9 assesses subjective report of symptoms such as:
  - Changes in eating habits
  - Increased isolation
  - Low mood
  - Motor retardation/agitation
  - Amotivation
  - Avolition
  - Difficulty concentrating
  - Low self-esteem

Group Engagement

- Daily ratings are completed for students using a group participation rubric covering the following areas:
  - Attendance/Presence
  - Contribution to Group
  - Completion of Activities
  - Respect for Others

- The average participation score for Group Dynamics was 99%.

Student Feedback: What I Found Useful and Made Me Feel Supported (QUOTES)

The therapists are very nice.

I could go here if I needed to vent or take care of myself.

Available throughout the school day, a safe space to come during school, being able to discuss my feelings with peers.

I was able to talk about almost everything.

It was an awesome group, I've been in so many groups and this was the most beneficial to me. The coping skills and learning how to healthy talk about things was super helpful.

Being able to talk about whatever I was feeling without feeling like I was a burden.

Honestly Everything. The people I was surrounded with and the therapists were so supportive. They were all very honest and it gave, I think, everyone a sense of comfort.

Being able to come at lunch.

Everyone was incredibly understanding and it was my favorite experience in group therapy. I also like the ability to talk about things that weren't related to therapy.

The thing that helped me feel supported by the group was the bond that were built within the room. It was easy to talk to everyone and not feel judged slightly.

Possibility Mentorship



hsnewcourses2223.mov

New High School Courses – Video presentation

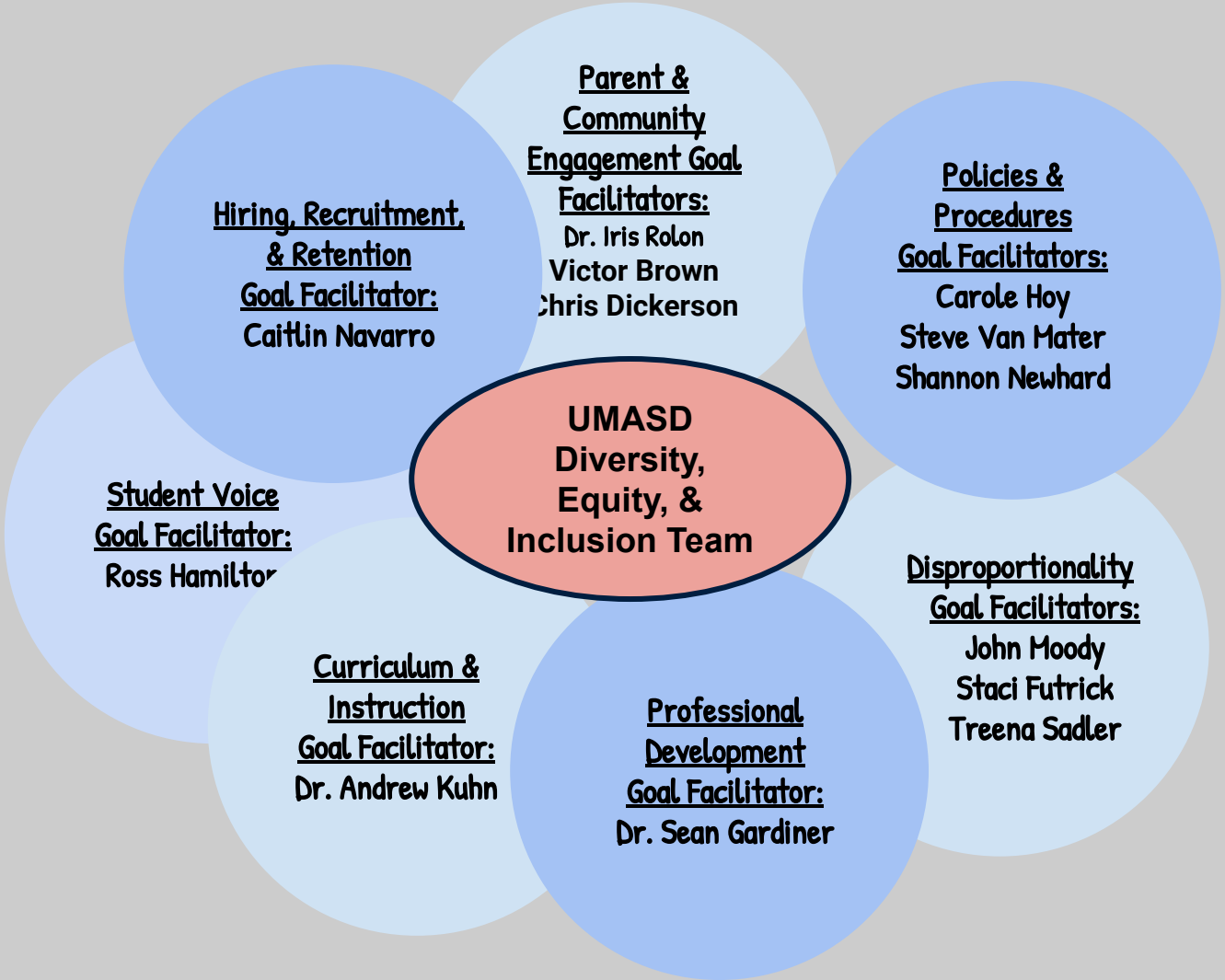


Diversity, Equity, & Inclusion Committee

Updates

Focus 2022-2023: Update and improve District's DEI Plan & Continue to Implement educational equity practices.

1. Time to reflect, access, and reset our priorities
2. Survey UMASD community to recruit committee members
3. Define Roles and Responsibilities of Subcommittee members
   a. Build embedded goal-driven meetings with transparency
   b. Increase longevity
   c. Address concerns of burnout and time requirements
4. Increase student voice
5. Increase parent and community involvement
6. Celebrate our successes and identify our areas of need through solution-focused work
7. Communicate educational equity data to stakeholders.


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

92 Survey replies

Subcommittee Roles & Responsibilities



Process Planning for DEI Subcommittee:

In Consideration (What)	Functional Group (Who)	In Process	Complete
What is the recommendation?	Who are the individuals to approve steps and implement recommended action?	If approved to move forward, what is needed to move it along and where is the action step in the process?	Though educational equity is never complete, what action steps have been fully implemented and will need to be monitored?

Educational Equity - Next Steps

- ❑ Update DEI Plan as per Future Ready Comprehensive Plan & Continue Implementation of action plans.
- ❑ Begin Subcommittee informational meetings to communicate progress and enhance stakeholder voice.
- ❑ Collect and analyze data (student learning, perception, school processes, and demographic).
- ❑ Embed Culturally-Relevant and Sustaining Education Program Framework to induction program.
- ❑ Prepare for C & I/Student Services/Technology Committee Meeting presentation to update community on progress. March 2023
- ❑



FEDERAL GRANT PROGRAMS

Federal Grant Programs – Definitions

Title I – Improving the Academic Achievement of the Disadvantaged

Title II – The purpose of Title II-A is to **improve teacher and leader quality** and focus on preparing, training, and recruiting high-quality teachers and principals. The Title II-A program is designed, among other things, to provide students from low-income families and minority students with greater access to **effective educators.**

Title III – Focuses on supplemental services for ELs and recently arrived immigrants to:

- Provide student support for ELs in acquiring **English language skills** while **achieving rigorous state content areas**

Title IV – The purpose of Title IV-A is to improve student academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

- Provide all students with a **well-rounded** education
- Improve school conditions for student learning (**safe and healthy students**)
- Promote the **effective use of technology**

Federal Grant Programs – Expenditures

Title I – Two reading specialists and one ESL teacher & parent engagement activities; non-public services from MCIU

Title II – Teacher to reduce class size & professional development for staff; non-public PD services from MCIU

Title III – ESL Instructional Aide & Supplemental materials, resources, and family engagement materials; non-public materials and resources

Title IV –

—Provide all students with a **well-rounded** education – STEM resources & materials

—Improve school conditions for student learning (**safe and healthy students**) – Materials for Social & Emotional learning – Fly Five

—Promote the **effective use of technology**



Thank you for all of your support