Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District
June 10, 2025

Agenda

- Curriculum Updates
  - Personal Finance Course
  - AI Handbook and AI Professional Development
- Federal Grant Programs Stakeholder Presentation
  - Titles I, II, III, & IV
  - Parent and Family Engagement Survey Results
- New Parent & Community Engagement Advisory Committee

Curriculum Updates…

Personal Finance Course - Jonathan Bauer, HS Principal

Curriculum Updates…

AI Handbook and AI Professional Development - Brian Merrill, Director of Technology

Federal Grant Programs 2025-2026

Stakeholders Engagement & Feedback

Stakeholder Engagement is the process of communicating to, learning from, and partnering with stakeholders that acknowledges the unique needs and strengths of the stakeholders involved.

Stakeholder Meeting #1

pennsylvania
DEPARTMENT OF EDUCATION

Purpose: Learn about these grants and gain an understanding of how our District allocates these funds to help ensure an equitable education for all of our students.

The Upper Merion Area School District receives Federal funding categorized as:

Title I,

Title II,

Title III and

Title IV

pennsylvania
DEPARTMENT OF EDUCATION

Title I, Part A Program

Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- **Eligibility based on Free and Reduced Lunch Percentages**
- **Served schools:**
  - **Bridgeport Elementary School - Two Reading Specialists and Materials for Parent and Family Engagement**
  - **Upper Merion Area Middle School - Lead Teacher & Reading Specialist**
  - **Supplies and Materials for Parent and Family Engagement**

UMASD Equity Plan

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced, or who are teaching out of field.

Title I School Updates:

Bridgeport Elementary School:

MTSS - Academics - K-4 - DIBELS benchmarking and FUNdations

Parent & Family Engagement

- Book Vending Machine for rewards and home reading
- Take Home Books for Summer
- Workshops on Curriculum

Upper Merion Area Middle School:

ELA Focus/Grades 5 & 6:

- Just Words - Fluency
- IXL Learning - adapted software for individualized education

Parent & Family Engagement

- Book exchange for home reading

Title II Program

The purpose of the program is to provide grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II Program - Class Size Reduction

School	# Active	# ESL Teachers/Aides	EXIT Percentage WIDA 2025
Bridgeport	78	2	5%
Caley*	51	2	20%
Candlebrook	29	1	3%
Gulph	63	2/1	5%
Roberts	27	1	26%
UMAMS	98	3/1	29%
UMAHS	82	1.5	11%

Title III, Language Instruction of English Learners

The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.

Salary and Benefits for 2 ESL Instructional Aide
Supplies for Parent and Family Engagement
Salaries for ESL ADULT classes

Title IV, Part A, Student Support and Academic Enrichment

Title IV of the law (knows as Student Support and Academic Achievement Grants) provides funding* for three areas:

- **Well-Rounded Education - STEM Resources**
- **Safe and Healthy School - Social & Emotional Learning - materials to support - MTSS Behavior & Restorative Practices**
- **Effective Use of Technology - Kodables - Computer Science Program**

***Schools receive funding and have flexibility in the amount and the way they spend these federal funds.**

Nonpublic Schools - Allocations

Title I - Partner with MCIU/DCIU to provide remediation services to nonpublic eligible schools (Follow the student)

Title II - Professional Development focus for nonpublic eligible schools within the UMASD catchment area provided by the MCIU.

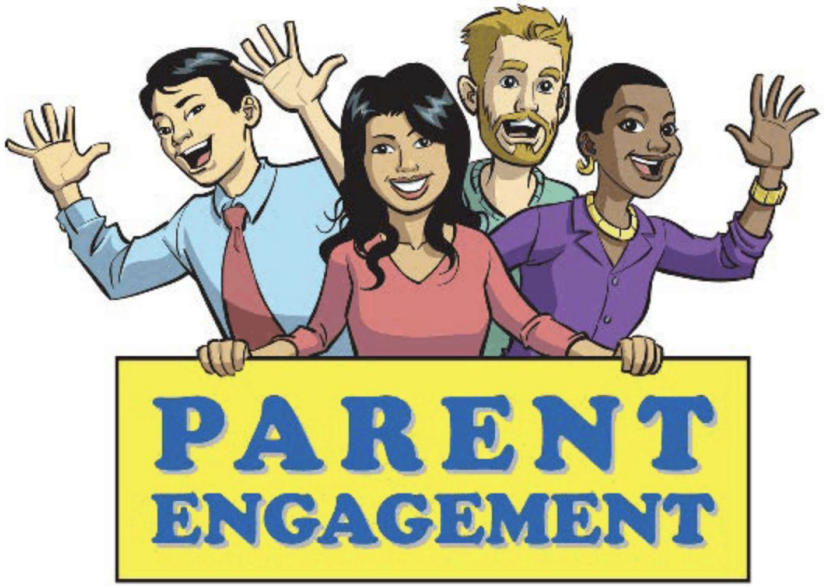
Title III - Support for ELs through screenings , resources, and professional learning for nonpublic eligible schools within the UMASD catchment area.

Title IV - Funding for materials with a focus on STEM.

Stakeholder Feedback Form

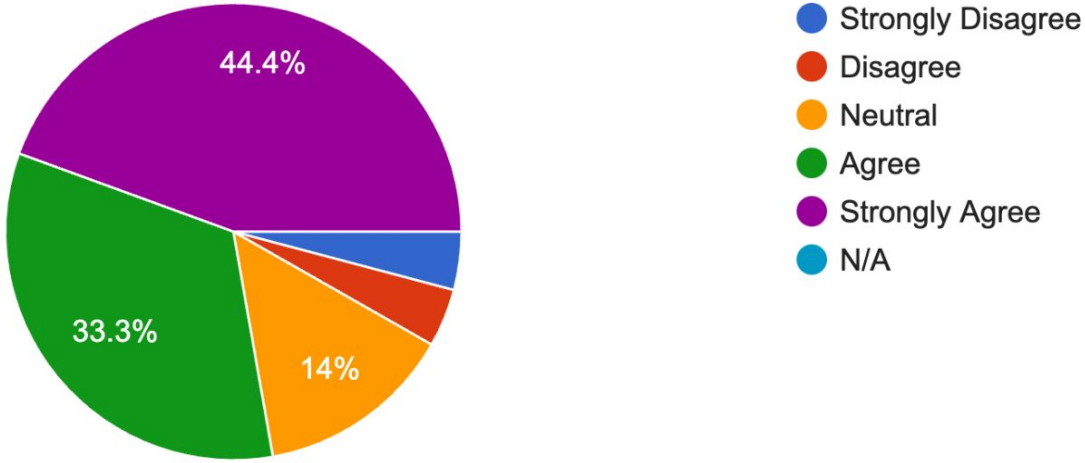


Parent and Family Engagement Survey Results 2024-2025



My child's school is very good about staying in touch with me. (e.g., letters, phone calls or e-mails)

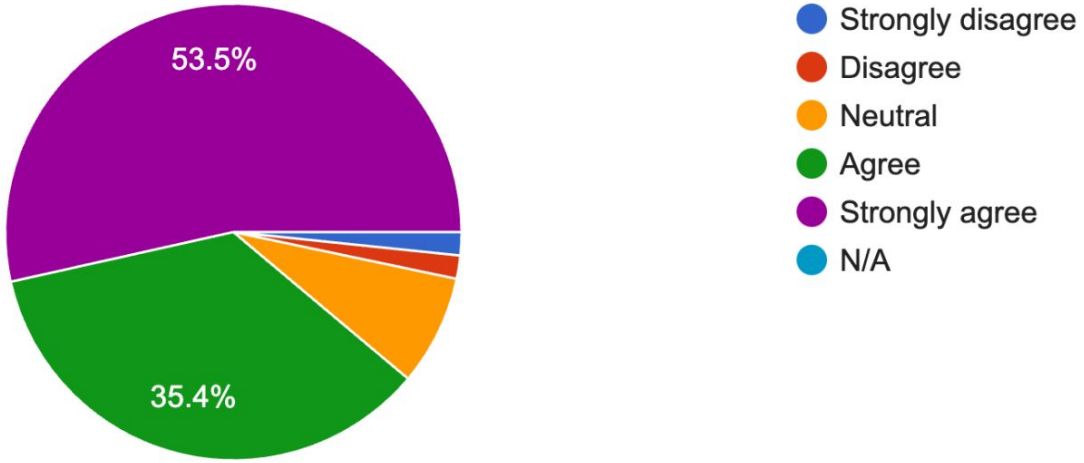
243 responses



98% Strongly Agree/Agree/Neutral: 2% Strongly Disagree/Disagree

When my child's school communicates with me it is easy for me to read or understand.

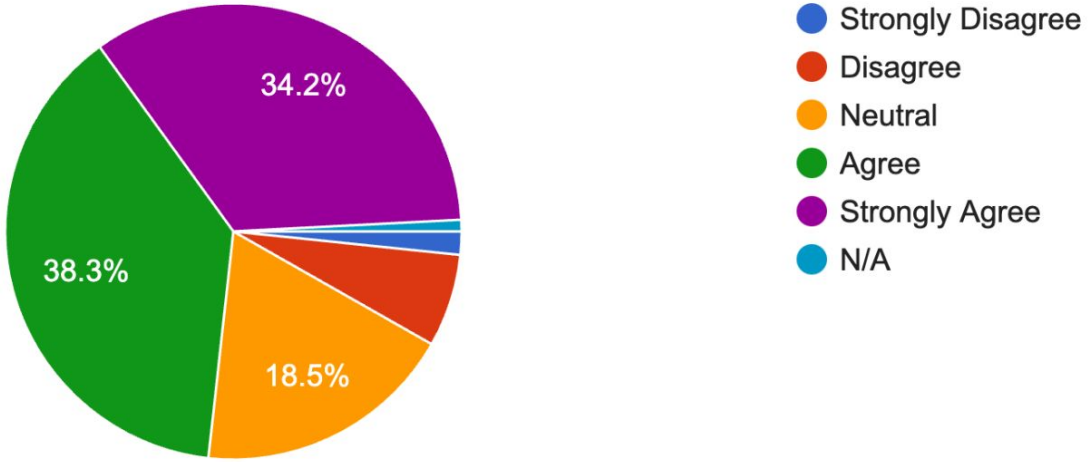
243 responses



98.9% Strongly Agree/Agree/Neutral: 2% Strongly Disagree/Disagree

There are many different ways I can be involved with the school, either at the school itself, at home or in the community.

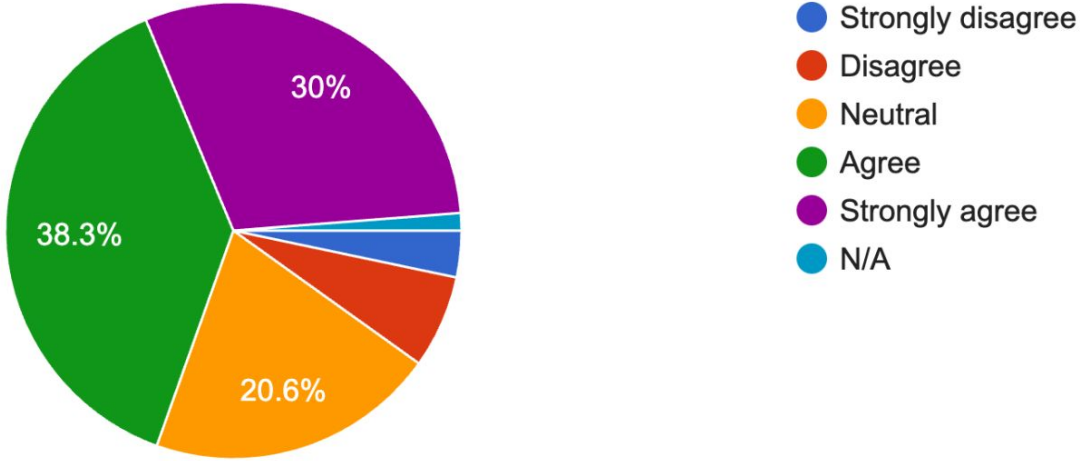
243 responses



91% Strongly Agree/Agree/Neutral: 9% Strongly Disagree/Disagree

My involvement in my child's education is valued at my school.

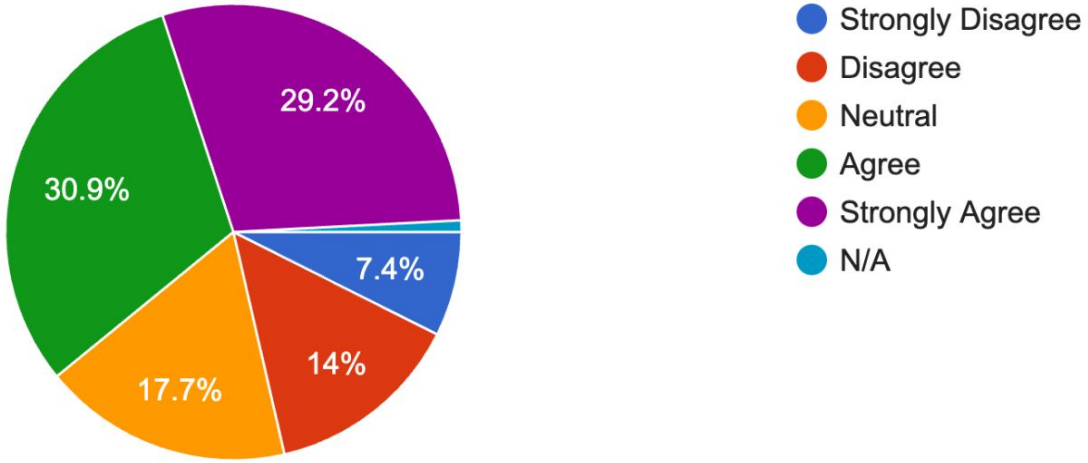
243 responses



89% Strongly Agree/Agree/Neutral: 11% Strongly Disagree/Disagree

I receive information on what I can do at home to help my child improve or advance his/her learning.

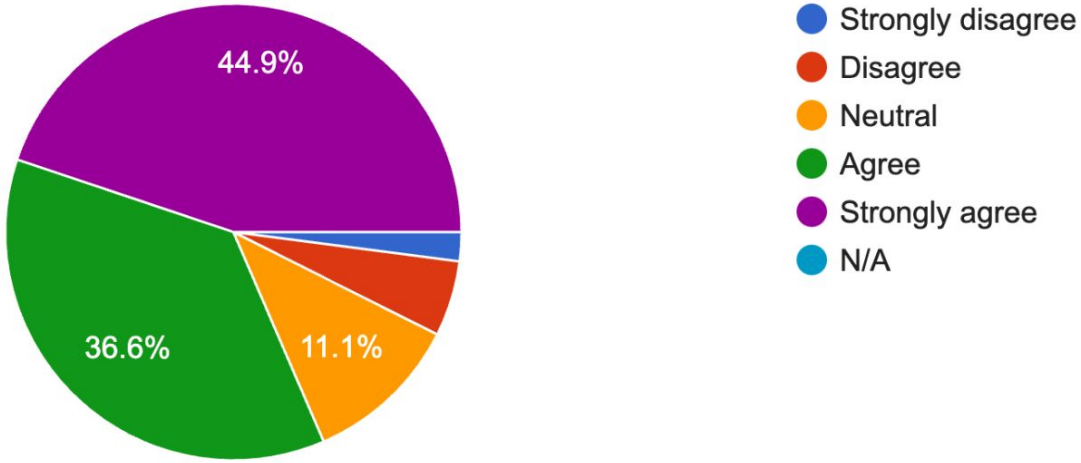
243 responses



78% Strongly Agree/Agree/Neutral: 22% Strongly Disagree/Disagree

My child's school is a friendly environment for students, parents and families.

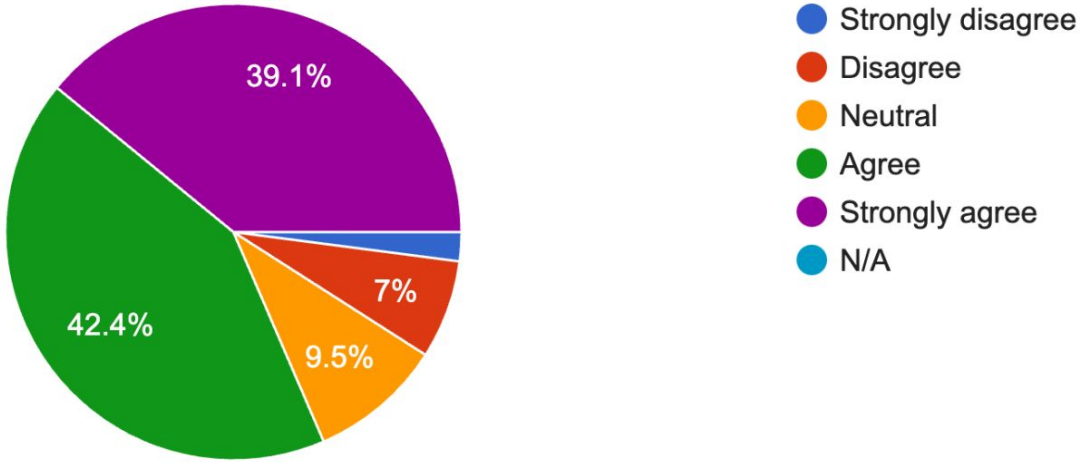
243 responses



82% Strongly Agree/Agree/Neutral: 7% Strongly Disagree/Disagree

My child's school is a safe place to learn.

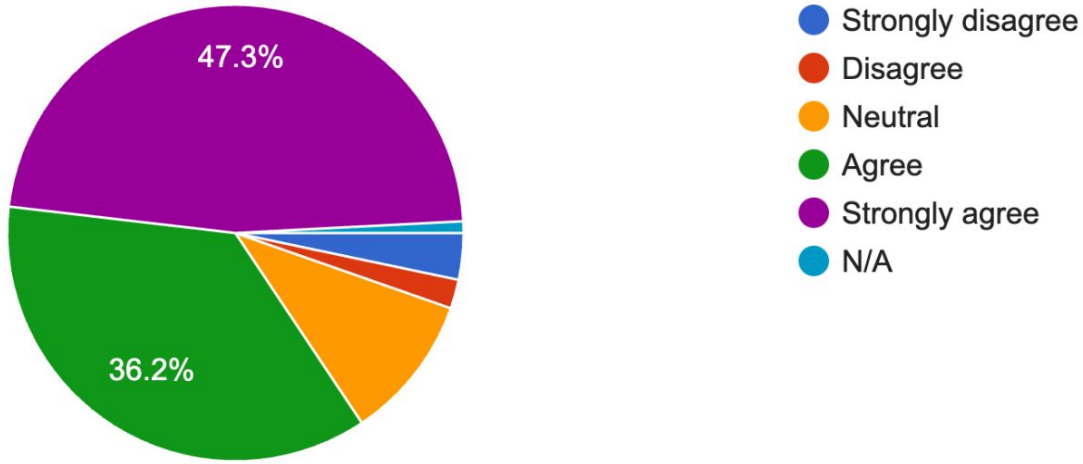
243 responses



91% Strongly Agree/Agree/Neutral: 7% Strongly Disagree/Disagree

My child's school respects all cultures and diversity.

243 responses



92% Strongly Agree/Agree/Neutral: 8% Strongly Disagree/Disagree

Common Themes

Suggestions for Improvement

- ❏ Provide more information on how to be more involved.
- ❏ Focus on issues of bullying, fighting, and vaping.
- ❏ Increase PTC communication.
- ❏ Provide curriculum workshops to help parents support their children.
- ❏ More challenging curriculum
- ❏ More staff to represent all students.
- ❏ More events for children & parents

Positive statements…

"I am grateful for the wonderful teachers"

"I love the way the teachers in this school understand their students and how each individually learns best."

"Thank you for the effective communication (emails, calls, etc.)"

"Thank you for making this a magical place."

"...blown away by the support and education of the teaching staff."

"My child enjoys going to school and we are very pleased with all the school has to offer."

UMASD Parent & Community Advisory Committee



2025-2026