

Comprehensive Plan – Year Six – 2020-2021

Goals and Core Values	Comprehensive Plan: 2015-2021 Processes Identified to Achieve Goals	Priorities Year Six 2020 - 2021
<p>1) Students at all levels will achieve academic excellence.</p> <ul style="list-style-type: none"> ● We believe all students have worth, capacity to grow, learn and maintain lifelong learning. ● We believe that high expectations lead to high achievement. ● We believe that all students have the right and the responsibility to reach their academic potential. ● We believe all students should be critical thinkers, problem solvers and effective communicators. ● We believe confidence in a person’s potential encourages, motivates and ultimately leads to accomplishments toward excellence. 	<p>Process 1 – Develop, implement and refine an Instructional Management Cycle to continuously review, develop and refine curriculum, instruction, and assessment.</p> <p>Process 2 – Develop, implement and refine a district assessment system to improve and measure student standards-based progress.</p> <p>Process 3 – Develop, implement and refine a cohesive research-based professional development model designed to continually improve the skills of all staff.</p> <p>Process 4 - Continue to provide opportunities for individual schools to focus on issues of particular importance to the needs of their staff and students.</p>	<p>Process 1:</p> <ul style="list-style-type: none"> ● Continue to refine the Instructional Management Cycle (IMC) to include specific guidelines for phase completion (i.e. templates, protocols, and rubric). ● Instructional Management Cycle (IMC) work will proceed for: <ul style="list-style-type: none"> Phase 1 12 Literacy Phase 1 3-12 World Languages Phase 1 K-12 Art Phase 3a K-10 Health Phase 3a 9-11 Literacy Phase 3a 6-12 Mathematics Phase 3a K-5 Social Studies Phase 3a 6-12 Tech Education Phase 3b 6-12 FCS Phase 3b 9-12 Business and Integrated Technology Phase 3b K-8 Business, Computers and Information Technology Phase 3b K-5 Literacy Phase 4 6-12 Social Studies Phase 4 6-8 Literacy Phase 4 Physical Education Phase 4 K-5 Mathematics Phase 5 K-12 Science Phase 5 K-12 Music Phase 5 K-12 Library

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		<p>Process 2:</p> <ul style="list-style-type: none"> ● Continue to support the use of STAR Early Literacy, STAR Math, STAR Reading, and STAR Custom (STAR 360) computer adaptive assessments to be used as a Multi-Tier System of Supports (MTSS) screener, progress monitoring, and diagnostic tool in grades K-5. ● Continue to make use of the computer adaptive assessments STAR Reading (grades 6-8) and STAR Math (grades 6-8) for Special Education progress monitoring. ● Continued use of LinkIt! Data to predict and monitor student performance for 6-8 ELA and Math. ● Action planning for math, science, and ELA PSSA preparation will continue with increased emphasis on PA Core aligned assessments and subgroups in grades 3-8. ● Common assessments will continue to be implemented and aligned with the Pennsylvania Core Standards and PA Academic Standards in K-12 content areas. ● Continued use of STAR Data to predict and monitor student performance for K-5 ELA and Math. ● Continue to refine the use of building data teams for continuous improvement. ● Continue to implement LinkIt! as both an online assessment tool and a data warehousing system at the K-12 levels. <p>Process 3:</p> <ul style="list-style-type: none"> ● Professional development opportunities will provide connected, collaborative and coordinated learning experiences. ● Delivery mechanisms will include workshops, study groups, coaching, time for collaboration, job-embedded professional learning, and District Professional Learning Days. ● Study groups at the K-5 level will focus on Trauma Informed Practices (K-2) Technology tools (K-2) ,

		<p>Blended Learning that Works: Old School Wisdom + New School Technologies (3-5) & Grades 3-5 Social Emotional Learning (3-5)</p> <ul style="list-style-type: none"> ● Study groups at the 6-8 level will focus on Teacher/Student Connectedness to Cultural Relativism and Rachel’s Challenge ● At the 9-12 level, study groups will focus on Principles of Learning to implement consistent instructional practices. ● K-12 Guidance Counselors, Psychologists, and Student Services Administrators will focus on building skills for assisting students in times of crisis, including referrals to outside counseling, working with parents, and determining students in need. ● K-12 Framework Leaders will focus on teacher leadership and deepening their understanding of the Instructional Management Cycle (IMC) processes. ● K-5 Math and Literacy leaders will further study Multi-Tiered System of Support (MTSS). ● District administrators will continue to study and implement school improvement data including the use of PVAAS. ● The development of Student Learning Objectives (SLO) will continue to be supported for Principals by the Superintendent and Director of Education. ● The development of Student Learning Objectives (SLO) will continue to be supported for teachers at the building level by Principals and Assistant Principals. ● Workshops at each building will be conducted to strengthen understanding and implementation of English Language Development Standards (ELDS) and academic content standards for Limited English Proficiency (LEP). ● Core Content Leadership Teams will focus on facilitating professional development, leadership, assessment, data, and the work of the Instructional Management Cycle (IMC). ● Professional development sessions will be provided at each building to support the needs of gifted learners. ● Gifted teachers will support general education teachers in
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		<p>creating differentiated work for students as needed.</p> <ul style="list-style-type: none"> • K-12 Guidance Counselors, Psychologists and student services administrators will focus on providing support and services for students in need. • Continue to provide Special Education professional development in alignment with compliance monitoring findings.
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		<p>Process 4:</p> <ul style="list-style-type: none"> • Continue the - Ensuring College Success Initiative in collaboration with Montgomery County Community College (2+1+2) Program. • Continue the utilization of Chromebooks at the High School and Middle School with new devices as per the three year replacement schedule. 2020-2021 will be a new generation of devices 6-12. • Continue to support Blackboard Learning Management System and blended learning to give students more access to rigorous content, multiple ways to practice skills, and a variety of opportunities to demonstrate their learning at the High School. • At all schools, continue to strengthen curriculum and instruction by continued implementation of the District's Differentiated Teacher Supervision Plan. • Provide professional development at the High School focused on Principles of Remote Learning. • Continue to develop units of study for all content areas grades 6-12. • Continue to work with departmental Data Teams to collect, analyze, and utilize data to guide instruction for groups and individual students at the Middle & High School. • Through the development of units of study, teachers will continue to implement the newly adopted literacy resources at the 6-8 level.

		<ul style="list-style-type: none">• Through the development of units of study and assessment, teachers will continue to implement the recently adopted resources in all content areas at the 6-12 level. .• Continue to implement the math resources during the 2019-2020 school year K-5.• Continue with on-going research to maintain an awareness of current issues that need to be addressed within the K-10 Health & P.E. units of study.• Through the development of units of study, teachers will implement K-5 Health resources.• Continue to strengthen an inquiry-based K- 5 science program.• Continue to build capacity in the understanding of constructivist mathematics at the Intermediate and Primary Schools.• Continue to implement new resources in the area of literacy at the Intermediate School and Primary School.• Continue to implement new resources in the area of social studies at the Intermediate School and Primary School.• Continue to implement new resources in K-8 Business planned courses.• Continue to implement the 8th Grade Business Challenge planned course at Middle School.• Continue to implement the re-aligned World Languages pathway for 6-8 at the Middle School.• Continue to strengthen the World Language Program at the Intermediate School.• Continue to target instruction in order to provide support to all students through an MTSS framework at the Intermediate and Primary Schools for Literacy and Math.• Continue implicit instruction of the Wilson Foundations Prevention program in Kindergarten and Grade 1 to support foundational literacy.• Implement Reading Horizons in select Tier 2 K-4 classrooms.• Continue to implement Accelerated Reader in grades 3, 4, and 5.
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<p>2) The School District will provide services to assist students in their physical, psychological, and social development. We believe the responsibility and benefit of education is shared between the school, student, and family.</p> <ul style="list-style-type: none"> ● We believe that all students are entitled to maximize their physical, social, emotional, psychological and academic potential in a safe environment. ● We believe that it is the obligation of the public school system to play a key role in identification and support of students who are at-risk physically, socially, emotionally, psychologically and academically. ● We believe that teaching, learning and acting with acceptance, tolerance and respect are vital to the total school experience and an expectation for all members of the school community <p>The School District will provide services to assist students in their physical, psychological, and social development.</p>	<p>Process 1- Consistent with the American School Counselor Association (ASCA) standards, provide supports to assist students in the acquisition and application of self-knowledge skills, interpersonal skills, and personal safety skills. Prevention efforts related to alcohol, tobacco and other drugs (ATOD) usage, related to maintaining a healthy lifestyle and sound mental health, and related to the enhancement of interpersonal skills will be emphasized.</p> <p>Process 2 - Initiate, enhance or maintain support to provide students with assistance in confronting issues related to alcohol, tobacco and other drugs (ATOD) usage, and/or issues related to mental health impairment.</p> <p>Process 3 - Initiate, enhance or maintain support to provide students with opportunities to develop as well-rounded individuals. Enrichment activities focused on clubs, sports and healthy lifestyles and services to the school and/or to the community will be encouraged.</p> <p>Process 4 - Initiate, enhance or maintain support to assist students in understanding and positively interacting with issues related to diversity, cultural sensitivity, and anti-bullying efforts.</p>	<ul style="list-style-type: none"> ● Utilize data provided by the 2019-2020 PAYS Survey data to address student needs. (Processes 1 and 2) ● Continue to conduct Child Study meetings weekly to discuss interventions for students at-risk at the Primary, Intermediate, and Middle Schools. (Process 1) ● Continue small group counseling and individual counseling facilitated by Primary, Intermediate and Middle School counselors designed to help students learn problem solving strategies. (Process 1 and 2) ● Continue to provide small group and individual counseling at the High School. (Process 1 and 2) ● Continue efforts to support transition for students and families from preschool to K, grades 2 to 3, grades 5 to 6 and 8 to 9. (Process 1 and 2) ● Conduct Student Assistance Program (SAP) meetings to discuss interventions for students at all schools and continue the partnership with Aldersgate Counseling services. (Process 1) ● Maintain access to diverse co-curricular offerings, district clubs and HSA enrichment programs. (Process 3) ● Implement a behavioral education program for all Kindergarten students. (Process 1) ● Implement the Responsive Classroom model with K-2 students. (Process 1) ● Increase accessibility to co-curricular offerings for at-risk students. (Process 3) ● The Wellness Committee will plan and support initiatives focused on defined mission. (Process 3) ● Continue to provide information to co-curricular staff on

	<p>Process 5 – Provide ongoing planning, training and practice opportunities to enhance safe schools and school safety. Train staff and students in the effective use of first aid, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and the control of blood-borne pathogens.</p> <p>Process 6 - Initiate, enhance or maintain efforts to maximize student attendance and graduation rate, to minimize behavioral issues and concerns, and to support students as they transition into the schools at kindergarten, from one level to the next within the district, and from high school to postsecondary opportunities.</p>	<p>accommodations for special needs students through a weekly newsletter and professional development options. (Process 3)</p> <ul style="list-style-type: none"> ● Continue the Olweus bully prevention program at the Intermediate School while broadening the instruction of our Social and Emotional Curriculum.(Process 4) ● Introduce Rachel’s Challenge Program at the Middle School. (Process 4) ● As we maintain our 1:1 Chromebook implementation at the grades 6-12, make use of online resources to support students becoming responsible digital citizens. (Process 4) ● Through the work of the Safety, Health and Wellness Committee and the Safe Schools Committee, maintain district efforts to protect our schools from outside threats, and from internal safety issues. (Process 5) ● Schools and District leaders will continue to provide leadership in the development and implementation of Upper Moreland School District Safe Schools’ processes. (Process 5) ● Continue training with staff in effective use of first aid, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) and the control of blood-borne pathogens. (Process 5) ● Provide CPR Instructor training for Health and P.E. teachers to align with the new law Senate bill 115 of 2019. (Process 5) ● Continue to coordinate with the Upper Moreland Township Police Department through the implementation of an MOU to enhance communication regarding discipline infractions in our schools. (Process 6)
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<p>3) Communication and interactions among all stakeholders will be enhanced. Stakeholders will work together to help our schools succeed.</p> <ul style="list-style-type: none"> ● We believe the responsibility and benefit of education is shared by the family, student, school and community. ● We believe it is the responsibility of all stakeholders to keep open lines of communication. ● We believe respecting and valuing diversity is essential for communities to strive. ● We believe educational leadership should be collaborative and distributive. 	<p>Process 1 – Maintain Home and School Associations (HSA) which meet with teachers and administrators serving as liaisons.</p> <p>Process 2 – Ensure appropriate communication occurs between parents and teachers at all levels.</p> <p>Process 3 – Continue to develop channels for on-going communication between schools, teachers, students, parents and the community.</p> <p>Process 4 – Develop a district-wide safety, health and wellness program.</p> <p>Process 5 – Assess and address building- and district-level climate.</p>	<ul style="list-style-type: none"> ● Maintain Home and School Associations connections. (Process 1) ● Continue to conduct joint Home and School Association meetings for the Primary and Intermediate Schools. (Process 1) ● Provide special education parent training sessions through a virtual format. (Process 1) ● Continue and improve communication with the use of parent-teacher conferences at the Elementary and Middle School. (Process 2) ● Continue sixth and ninth grade orientation for parents and students in a virtual format. (Process 2) ● Continue the orientation program for third grade students and parents. (Process 2) ● Continue 1-5 Title I and K-12 ELD Open House, Parent workshops and Parent Advisory Programs. (Process 2) ● Coordinate Student Services and K-12 ELD family engagement. (Process 2) ● Continue to improve upon college readiness and financial aid and communication to families by the High School Guidance Counselors. (Process 2) ● Continue August open house/teacher assignment days for all PS families. (Process 2) ● Continue to refine K-5 Parent Meet the Teacher Nights to share pertinent information. (Process 2) ● Continue to improve 6-8 Parent Programs to ensure for effective transition, supports, and communication. (Process 2) ● Continue to provide communication through the UMTSD.org website to all stakeholders. (Process 3) ● Publicize the goals of Superintendent, Chief Financial Officer, Director of Human Resources and Director of Special Education and Student Services through the UMTSD.org website. (Process 3) ● Implement online registration options for both new students and returning students to ease paperwork and

		<p>increase the fidelity of information in District data systems. (Process 3)</p> <ul style="list-style-type: none"> ● Continue to implement software to improve employee awareness related to district policies, procedures and regulations. (Process 4) ● Continued implementation online software to allow internal and external stakeholders easy access to financial and operational information. (Process 3) ● Expand communication of District budget and finances through additional communication. (Process 3) ● Continue to promote a positive and engaging climate at all schools through team building activities. (Process 5) ● Conduct and report out on a climate survey with all professional staff members (Process 5)
<p>4) The school district will plan, develop, and act to ensure that there are sufficient fiscal and facility resources.</p> <ul style="list-style-type: none"> ● We believe all stakeholders have the responsibility to insure a quality education while maintaining fiscal responsibility. ● We believe that adapting to change is essential for meeting the challenges of the fast paced and global society. ● We believe that it is vital to plan for and stay current with the merging technologies in the technological world. ● We believe that the community has a responsibility to provide a safe and adaptable structural environment for learning. ● We believe forethought and planning are essential for success and should be an ongoing process 	<p>Process 1- Initiate district-wide long-range facilities planning activities.</p> <p>Process 2 – Continue construction and renovation project at Upper Moreland Middle School and K-12 Athletic Facilities.</p> <p>Process 3 – Develop and recruit grants to help offset district operating costs and to fund initiatives.</p> <p>Process 4 – Continue to develop cost-savings and fund-raising measures for the District.</p> <p>Process 3 – Develop and recruit grants to help offset district operating costs and to fund initiatives.</p> <p>Process 4 – Continue to develop cost-savings and fund-raising measures for the District</p>	<p>Process 1:</p> <ul style="list-style-type: none"> ● Continue to implement network infrastructure improvements. ● Continue use of E-rate for infrastructure maintenance & upgrades. ● Update technology and replacement plans to meet educational priorities including Chromebook deployment. ● Review and update preventative maintenance and capital improvements for current and future years reflecting the economic environment. <p>Process 2:</p> <ul style="list-style-type: none"> ● Process 2 has been completed. <p>Process 3:</p> <ul style="list-style-type: none"> ● Explore possibilities for alternative revenue generation. ● Pursue grant opportunities in partnership with UMEF to support a focus on STEAM educational resources. ● Continue the shared services with Eastern Center as an alternative revenue source. <p>Process 4:</p> <ul style="list-style-type: none"> ● Refine activity fee process as needed.

		<ul style="list-style-type: none">• Continue implementation of online time and attendance for District employees.• Continue partnership between Montgomery County Community College to implement the Blackboard Learning Management System (LMS) in grades 9-12• Continue to plan and implement a conversion of paper-based records to an electronic database system.• Continue to define processes and procedures to improve building operations and reporting.• Develop benefit cost strategies to reduce trends and budget impact.• Implement “right-sizing” for District Spending in current and future years.
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