

Title I School-wide Program Plan
Ferndale Area School District
Amendment

Updated: 2023-2024

Eligible School: Ferndale Area Elementary

School Address: 100 Dartmouth Avenue
Johnstown, PA 15905
814 535-6724
"<http://www.fasdk12.org>"

Principal: Ms. Molly Oneil

Initial Implementation Date of School-wide Plan:
1998-99 School Year

Current Implementation Date of School-wide Plan: July 1, 2023

(Updated May 17, 2023)

Ferndale Area School District
100 Dartmouth Avenue
Johnstown, PA 15905
814 535-1507
"<http://www.fasdk12.org>"

Ferndale Area School District is located in the southwestern portion of Pennsylvania's Cambria County. We are the only district in the Commonwealth serving families from five noncontiguous municipalities. Our district spans 6.1 square miles, encompassing the communities of Brownstown Borough, Dale Borough, Ferndale Borough, Lorain Borough, and Middle Taylor Township. Because of our unique geographical structure, our approximately 661 students (K/4-12) bring with them a range of family and community experiences.

We pride ourselves in recognizing and supporting this diversity, and truly believe that we are Big Enough to Challenge, Small Enough to Care! We are proud of our academic accomplishments, our dedication to the personal growth of students, and the standard of excellence we hold ourselves to in our professional practices.

Comprehensive Needs Assessment

Ferndale Area Elementary School, as of October 1, 2023, had approximately 313 students in grades K/3-6. There are 19 classroom teachers, 4 Special Teachers (Art, Gym, STEAM, and Music), 1 Guidance Counselor, 1 Mental Health/Behavioral Health Counselor, 1 Academic and Behavioral Support Coordinator, 1 School Psychologist, 1 Speech Therapist, 3 Learning Support Teachers, 1 Reading Specialists, 1 Math Specialist, 2 Title I instructional aides included with our 3 Paraprofessionals. The FASD elementary also has 1 trained ESL teacher. All of the above staff are highly qualified under the NCLB Act of 2001. Ferndale Area School District qualifies under the Community Eligibility Program (CEP) providing all students with free breakfast and lunch. All students were included in the needs assessment including gender groups, children with disabilities, economically disadvantaged students and educationally disadvantaged students.

Various forms of assessments and data are used to identify the progress and needs to be addressed in the School-wide Program. Data is disaggregated as appropriate. Summaries of the assessments used are available for review.

ELA	Math
Aciadience	Aciadience

PSSA Test Results	PSSA Test Results
CDT	CDT
Brigance Screening K4 –K5	Brigance Screening K4-K5

School-wide Program Goals

The goals of the School-wide Program were established to meet the needs of all the students. Data from the needs assessment are used to drive instruction and set goals that are aligned with the Ferndale Area School District Curriculum and the state standards under the Every Student Succeeds Act (ESSA) of 2015.

The Ferndale Area School District mission statement is used to guide the School-wide Program.

The mission of the Ferndale Area School District is "**Partnering with students, families, and the community in order to provide an exceptional education within a safe and inclusive environment that empowers our learners to achieve individual aspirations resulting in meaningful contributions to society.**" To accomplish this mission, the Ferndale Area School District will strive to provide a safe and nurturing environment for excellent teaching and learning experiences where students prepare for a life of continual learning, and acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively and be a responsible citizen.

The School-wide Program goals are as follows:

Academic Program PreKCounts3/4

The K3/4 program utilizes a PA Core aligned curriculum, which is currently under development, for instruction. PDE's SAS site as well as various resources are used to create a program that is aligned to the PA Core Standards. The K4 program also utilizes Ready Readers which provides all reading materials needed to challenge individual abilities, build reading confidence and the Haggerty Phonics Program to introduce phonemic awareness and phonics skills. Academic progress in K3/4 is documented and reported utilizing PreKCounts evaluation tools.

Academic Programs in Kindergarten

Kindergarten (K5) continues as a high quality full-day program using a PA Core aligned curriculum, which is currently under development, for instruction. Academic progress in K5 is documented and reported utilizing developmental checklists, skills/standards-based report cards and select benchmarking and progress monitoring tools. PDE's SAS site as well as various resources are used to create a program that is aligned to the PA Core Standards. The K5 program utilizes the Haggerty Phonics program, 95 Percent group, Wonders ELA, and various PA Core Aligned materials for academic and instructional resources. The aforementioned materials provide all the instructional materials needed to challenge individual abilities and build reading confidence.

In the area of Mathematics, teachers use a PA Core aligned curriculum, Eureka Math, for instruction. Additionally, First in Math is a web-based program used to provide engaging, differentiated math activities for students of all ability levels.

In the area of Science, teachers use a PA Core aligned curriculum, which is currently under development, for instruction.

In the area of Social Studies, teachers use a PA Core aligned curriculum, which is currently under development, for instruction. The K5 Social Studies program utilizes Time for Kids and other PA Core aligned materials.

Academic Programs in Grades 1-6

In grades 1-6 Ferndale Area Elementary School is utilizing a PA Core aligned curriculum, which is currently under development, for instruction. PDE's SAS site as well as various resources are used to create a program that is aligned to the PA Core Standards. Many web-based instructional academic web-sites are also utilized. Grades 1 and 2 also utilize the Haggerty Phonics program, 95 Percent group for phonics instruction and intervention. These programs, paired with the Wonders Program provide comprehensive ELA resources needed to challenge individual abilities and build reading confidence. Mathematics curriculum is further enhanced using Eureka Math, and Spring Math a tool which is used to provide engaging differentiated math as well as fluency with math facts in grades 1-6. In the area of Science, teachers use a PA Core aligned curriculum, which is currently under development, for instruction. .

The Social Studies curriculum is a PA Core Aligned curriculum currently under development.

Academic progress in grades 1-6 is documented and reported utilizing skills/standards-based report cards and select benchmarking and progress monitoring tools.

Objective # 1

K3/4 Program

Instructional Strategies:

- Daily routines using the above mentioned curriculum
- 20 minutes daily math instruction and 30 minutes of daily literacy instruction
- Full day instruction for 136 days using Highly Qualified Teachers and Aides
- Flexibility/differentiation that allows students to be instructed at the most appropriate levels
- School visit by parents/guardians to learn the program's requirements and guidelines

Differentiation:

- Concepts are regularly assessed using formative and summative assessments.
- Individual aides will be used as needed to help students with achievement
- Various Staff will be used as needed to help students be successful for small group and individual instruction (Guidance, Family Support, AmeriCorps, Foster Grandparents)

Measurement and Reporting of Success:

- Daily observations and formative and summative assessments
- K-4 Checklists
- Report card performance summaries
- Work Sampling
- The Brigance Early Childhood Screen II
- Successful transition into Kindergarten

Objective # 2

Kindergarten Program

Instructional Strategies:

- Daily routines using the above mentioned curriculum
- Scheduled daily math instruction and english/language arts instruction
- Developmental centers used daily
- Full day instruction using Highly Qualified Teachers and Aides
- Continued use of writing strategies
- Flexibility that allows students to be instructed at the most appropriate levels
- Intensive intervention as needed for identified students in the 23-24 SY

Differentiation:

- Flexible grouping would allow higher ability students to be enriched and lower performing students to be accommodated
- Concepts are regularly assessed using formative and summative assessments.
- Various Staff will be used as needed to help students be successful for small group and individual instruction (Guidance, Family Support, AmeriCorps, Foster Grandparents)

Measurement and Reporting of Success:

- Daily observations and formative and summative assessments
- Kindergarten checklists
- Various benchmarks, screenings and assessments
- Standards-Based Report card grades
- Successful transition into first grade

Objective # 3**Grades 1-6****Instructional Strategies:**

- Daily routines using the above mentioned curriculum
- Full day instruction using Highly Qualified Teachers and Aides
- Flexible Grouping that allows students to be instructed at the most appropriate levels
- Continued use of writing strategies
- ELA Instruction for 1-6
- PA Core Standards Aligned Instruction in ELA and Mathematics in grades 1-6
- Intensive intervention for identified students in grades 1-6

Differentiation:

- Flexible grouping would allow higher ability students to be enriched and lower performing students to be accommodated
- Concepts are regularly assessed using formative and summative assessments Individual aides will be used as needed to help students with achievement
- First in Math will be used to monitor fact fluency in mathematics
- Various Staff will be used as needed to help students be successful for small group and individual instruction (Guidance, Family Support, AmeriCorps, Foster Grandparents)

Measurement and Reporting of Success:

- Daily observations and curriculum-based assessments
- Various benchmarks, screenings and assessments
- Standards-Based Report card grades
- PSSA test results (Grades 3-6)
- Successful promotions to appropriate grade level

Technology

- Implementing a comprehensive technology curriculum K-6 - ongoing
- Implement iPads into curriculum for staff and student use
- 1:1 student to iPad ratio in all grades
- iPads in grades K4-4 in each classroom for small group instruction/differentiation
- Chromebooks for student use
- Large Format Displays – LCD TV's in all classrooms
- STEAM lab
- Lego/Robotics for student use

Professional Development

All classroom teachers, counselors, and Learning Support teachers meet the definition of a Highly Qualified teacher under the NCLB Act of 2001.

All instructional paraprofessionals that work with students under the direct supervision of a teacher at the Ferndale Area School District meet the definition of Highly Qualified under the NCLB Act of 2001.

Ferndale Area Elementary Staff have several professional development Act 80/In-service days during the school year. Outside conferences/workshops are attended as needed. All staff members are required to track their professional development hours online through the PDE website in order to meet the required credits/hours in accordance with Act 48 of 1999.

- Grade Level Meetings to align curriculum and discuss student needs
- Data Days to align instruction to students needs (tutoring)
- Non-Violent Crisis Intervention (updates / trainings) ongoing
- Technology Training
- Special Education Updates/workshops (various as needed)
- ESL Seminars/training (as needed)
- ESAP Trainings/Meetings (as needed)
- MTSS Program Training
- Threat Assessment, Fire Safety, Emergency bags
- ALICE training
- Safe Schools and Emergency Planning (ongoing)
- Health/wellness updates ongoing
- CPR – training and refresher
- Child Abuse training and refresher (ongoing)
- Bullying updates and trainings
- Wonders Training for ELA/Writing (as needed)
- Eureka Math Training
- Literacy trainings in grades K4-2

Parental Involvement

The School-wide Program will include strategies to increase parental involvement.

A “What is Title I” packet of information is sent home with all students, including non-public students, at the start of the year containing parent and required Title I information.

There are several parent/students involvement sessions scheduled for the 2023-2024 school year. Some topics that are planned include:

Meet the Teacher Nights-Fall
Math and Literacy night(s) - Fall
Reading Night – fall

Biography "Wax Museum" for third grade - Spring
K4/K5 parent involvement workshop
Grade Level parent student training(s) math and reading
Puberty/Development Discussion for Families - Spring

Student Planners and Online Homework Calendars for all students provide continuous home-school communication. Homework calendars are found on teacher pages within the School District website as well as links to instructional assistance and engaging educational games.

Newsletters are sent home with all K/3-6 students that provide ideas for parents about encouraging reading, building responsibility, writing skills, building self-esteem and math concepts. The newsletters also provide ideas that parents can use to help their children be successful in school.

"Buzz from the Hive", the district newsletter, is mailed to all residents in the Ferndale Area School District a minimum of once per year. The newsletter contains information on the happenings within the Ferndale Area School District and provides information on required public notices.

At Ferndale Area Elementary scheduled K3/4 and K5 registration days are utilized for screening, registration and enrollment of students. A separate orientation for K3/4 and K5 is held prior to the start of the school year.

Each year there is one scheduled parent-teacher conference day held with additional parent conferences available upon request by either parents/guardians or teachers throughout the course of the school year.

Two Meet the Teacher Nights – one for the primary grades (K3/4-2) and one for the intermediate grades (3-6). Parents have the opportunity to review student work, learn about their child's education, environment, and interact with faculty and staff.

The Ferndale Area School District has a variety of resources on various aspects of their child's education. Examples of some of the links are Today's Tip for Parents" and "School Success Ideas for Parents". Student-Parent compacts are sent home in the "What is Title I" packet at the beginning of each school year and are available on the FASD website. The FASD website also contains a resource area with information about Title I, other Federal Programs and the Ferndale Area School District www.fasdk12.org

The Academic and Behavioral Support Program addresses our students' academic, social, behavioral and other needs. These supports are in place to help assist students and meet academic, social, emotional, and behavioral needs through contacts with parents, referrals to outside agencies, scheduled meetings, home visits and/or any other appropriate method necessary.

Fernstock, an annual event, is held every spring. This is a day when all students perform on stage. The event has grown to a comprehensive school-wide event with many activities for students, in addition to the on-stage performances.

Fernstock is well attended by parents, grandparents and many other family and community members.

A Title I planning meeting takes place every spring with parents and staff to assess the current practices of our elementary school and to review our Title I program. Additionally, the District is collaborating with the IU8 to promote a positive School Climate and to involve all stakeholders to strengthen the connection among students, parents, the District and community at large.

Accountability

The Title 1 Performance Assessments are aligned and integrated with district and state standards. The assessments will be conducted throughout the course of the year and all results will be kept on file in the Central Administration Office.

In addition to the PSSA Assessments, the following include methods and assessments will be used to determine student proficiency.

K3/4	Formative and Summative Assessments
	Various curriculum-based assessments
	Brigance Early Childhood Screen II 3-5 years
K5	Formative and Summative Assessments
	Various curriculum-based assessments
	Brigance Early Childhood Screen II 3-5 years
	Various benchmarks, screenings and assessments
Grades 1-6	Formative and Summative Assessments
	Various curriculum-based Assessments
	Pre/Mid/Post Math Benchmarks
	Various benchmarks, screenings and assessments

The results of the assessments will be reviewed to determine student needs/progress and instruction will be adapted accordingly. PSSA assessment results will be mailed to the parents annually. Student progress will also be assessed using grades, teacher referrals, parent referrals, and counselor input.

Fiscal Requirements

Various funding sources and educational programs will be coordinated with the School-wide Program. Along with District Funding the following funding sources are used.

Funding Source

Title I

- Reading, Math and MTSS Specialist(s) salary and benefits

- 2-Title I instructional aide salaries and benefits
- Math and reading supplies
- Various set aside expenditures
- After school Tutoring program (salaries & benefits)/supplies – grades, substitutes for tutoring training 1-6
- After school student/ parent involvement programs-reading, math, science
- Nonpublic Title I services to area nonpublic schools
- 2 AmeriCorps worker(s)
- Benchmark, Screening and Assessments tools

Title IIA and IV

- District-Wide Professional development
- Class Size Reduction

IDEA

- District Learning Support Staff and Aides
- School Psychologist
- Other services that are provided as needed for our special needs students and staff - (reimbursement)

ESSER

- Applicable expenditure within grant guidelines

Coordination

The school-wide Program coordinates within and with other programs and agencies to assist in the transition of our district students into our school programs to provide students with an education using highly qualified teachers. The transitions for our students occur mainly within the following levels: Head Start, and/or other private agencies into K/4, into Kindergarten, into grades 1, into grades 2-5 and the transition of 6th grade students to the Junior-Senior High School. There are separate days of parent/student orientations for K-4 and the Kindergarten programs. There are orientations for all other grade levels during the school day. The 6th grade students are taken to the JR/SR High School to meet the staff and tour the educational facilities.

Our nonpublic students are also provided with curricular and other services when appropriate and necessary. Communication is ongoing between the Ferndale Area School District and private school sector. A third party agreement with The Learning Lamp and/or an inter-district agreement with the Richland School District, may be used, when necessary, to provide Title I services to the Ferndale resident students attending these schools.