

---

# Pennsylvania Department of Education

---



Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Academic Standards and Assessment Midpoint Review**

**Tuesday, March 15, 2011**

**(Receipt Acknowledged: Thursday, November 04, 2010)**

**Entity:** Ferndale Area SD

**Address:** 100 Dartmouth Ave  
Johnstown, PA 15905-2305

**Phone:** (814) 535-1507

**Contact Name:** Carole Kakabar

## Educational Community

- The Ferndale Area School District is a small suburban district in the southwest portion of Pennsylvania's Cambria County. We are the only district in the Commonwealth serving families from five noncontiguous municipalities. Our district spans 6.2 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 828 students bring with them a range of family and community experiences. The district is made up of two buildings. The elementary building serves grades K4 through 6. The junior-senior high school building serves grades 7 through 12. The district poverty level is 59% based on free and reduced lunches. The district minority level is 7.9%. The district special education population is 18%.
- 

## Mission

As a result of a consensus building process involving professional staff, school board, community, parents, and business representatives, the strategic planning steering committee retained the district's mission statement:

**“BIG ENOUGH TO CHALLENGE, SMALL ENOUGH TO CARE”**

“FERNDALE AREA SCHOOL DISTRICT - WHERE CHILDREN ARE ALWAYS FIRST”

## Vision

To accomplish this mission, the Ferndale Area School District will strive to provide a safe and nurturing community for excellent teaching and learning where students prepare for a life of continual learning and acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and to be responsible citizens.

## Shared Values

- We believe that all students can learn.
  - We expect students to learn the skills, concepts, and values necessary for them to be successful in both their personal and professional lives.
  - We ensure the academic success and personal growth of all students through modeling and instruction by providing individualized opportunities. Children/students are put first.
  - We hold ourselves to a standard of excellence in our professional practices.
  - We will promote a caring environment of respect, teamwork, integrity, and accountability.
-

# **Academic Standards**

## **Academic Standards for Student Achievement**

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4. The PA Academic Standards shall guide the educational program of the district.

### **Mastery of the Academic Standards**

In order to graduate from the Ferndale Area School District, each student must demonstrate proficiency of the PA academic standards for Reading and Mathematics, either on the state system of assessment (PSSA) or the local system of assessment. The state assessment shall be administered during the junior year of high school. If a student does not demonstrate proficiency, that student must participate in the senior PSSA Re-Test. If the student does not demonstrate proficiency on the re-test, that student will be assigned to a PSSA remediation class as part of his/her senior year schedule and will take the district local assessment. The district uses the IU8 sponsored and PDE approved local assessments for Reading and Mathematics.

---

## **Strategic Planning Process**

The Ferndale Area School District Strategic Planning Committee participated in meetings during the 2006-07 school year to draft the district's mission and vision statements, identify shared values, examine data, and respond to district subcommittee reports. Strategic planning subcommittees assessed data and collected input from teachers and students to determine goal areas, strategies, and activities. Reports were periodically provided to the Board of Directors through the Superintendent's "District Highlights" reports.

The Ferndale Area School District experienced a total replacement of the leadership team during the 2008-09 school year. The new leadership team has assigned roles in the development of the various plans that comprise the strategic plan and has re-energized the process to include stakeholders at significant points in the development of the plan.

The leadership team met throughout the fall of 2009 to review and update various components of the plan. This was very necessary since the entire leadership team was new to its role, and there was a need to focus the district's efforts on specific goals and strategies. During this time, the existing plan was constantly revisited and reviewed in order to develop a plan that could truly become the basis for improved achievement across the district.

The strategic plan steering committee has met numerous times during the late winter and spring of 2010 to provide oversight to the various components of the plan that are due. The strategic plan subcommittees provide input into the development of the Special Education Report, the Educational Technology Report, the Professional Education Report, and the Academic Standards and Assessment Midpoint Review. Individual sub-committees are meeting as their report processes are being worked on. Reports are periodically provided to the Board of Directors through the Superintendent's "District Highlights" reports.

---

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barton, Nola	Ferndale Area School District	Elementary School Teacher	Teachers
Beck, Lori	Ferndale Area School District	Other	Educational Specialists
Boyle, Robert	Northern Point Learning, Inc.	Business Representative	Board of Directors
Burkett, Daniel	Ferndale Area School District	Secondary School Teacher	Teachers
Craig, Patricia	Ferndale Area School District	Other	Support Staff
Genovese, Hannah	Ferndale Area School District	Other	Board of Directors
Himes, Lori	Ferndale Area School District	Parent	Board of Directors
Jones, Ronald	Ferndale Area School District	Secondary School Teacher	Teachers
Kakabar, Carole	Ferndale Area School District	Administrator	Administrators
Koontz, Janice	Ferndale Area School District	Secondary School Teacher	Teachers
Maxwell, Jessica	Ferndale Area School District	Other	Administrators
Mino, Stephanie	Ferndale Area School District	Elementary School Teacher	Teachers
Reiter, Jennifer	Ferndale Area School District	Administrator	Administrators
Russell, Janet	Ferndale Area School District	Elementary School Teacher	Teachers
Shirley, Scott	Ferndale Area School District	Administrator	Administrators
Szymusiak, Jessica	Ferndale Area School District	Secondary School Teacher	Teachers
Wojnarowski, Kathleen	Ferndale Area School District	Other	Teachers
Zahorchak, Justin	Ferndale Area School District	Administrator	Administrators

## Data

### Reflections

- **Math Proficiency**

**Strength Last Modified: 9/27/2010**

Grade K-8 Teachers have regular discussions about students' work in regularly scheduled Junior High Team meetings and in grade level meetings at the Elementary.

**Concern Last Modified: 9/27/2010**

Grades 6-7-8 planned instruction/sequencing needs developed; Differentiated strategies needed in grades 7-8. Textbook evaluation---change over from Everyday Math; There has been a high staff turnover in grades 7 and 8 over the last 3 years.

**Strength Last Modified: 9/27/2010**

Up through 2008, Grades 3-12 curriculum analysis and course content sequencing needed addressed. Lack of regular discussions regarding data analysis and student achievement; Standards and objectives unclear to students and content teachers; no formative assessment to predict success in PA standards.

Beginning in Fall, 2008, teachers work together by content area to analyze student assessment data during "data days." Teachers analyze and align curriculum on "curriculum days." 4Sight assessments have been implemented as a formative assessment, and PA standards are apparent to students. Curriculum analysis and alignment to SAS will begin and should be complete by 2012. Data days in operation along with curriculum days.

Additional tools implemented include Study Island, "Coach" books and "Ladders to Success."

These assessment tools, as well as data analysis and curricular alignment, will help increase student proficiency.

---

**Strength Last Modified: 9/27/2010**

Tutoring and remediation are offered for struggling students. Lessons are built on identified areas of non-proficiency based on multiple assessment tools and teacher analysis:

Grades 2-6 Assistance in after-school tutoring with classroom teacher as well as tutoring during the school day.

Grade 7-8 Assistance in after-school tutoring (in 2009 and spring 2010) and during period 9.

Grade 11 Assistance in after-school tutoring (in 2009 and spring, 2010) and in morning homeroom.

Grade 12 PSSA remediation classes for reading and math are built into the school day as part of a student's schedule.

---

- **Reading Proficiency**

**Strength Concern Last Modified: 9/27/2010**

Grades 1-3 Advanced learners not challenged; Low motivation for reading; Lack of books in student hands; Time needed for collaborative data analysis.

2008-09 Standards addressed for all grades, time allotted for data interpretation. Literature centers were added as part of a guided reading program. This addresses the advanced learners. Summer reading program instituted with over 30 students involved, and a second reading specialist has been hired for the school. Each reading specialist also has a Title I aide.

---

**Strength Last Modified: 9/27/2010**

Up through 2008, Grades 3-12 curriculum analysis and course content sequencing needed addressed. Lack of regular discussions regarding data analysis and student achievement; Standards and objectives unclear to students and content teachers; no formative assessment to predict success in PA standards.

Beginning in Fall, 2008, teachers work together by content area to analyze student assessment data during "data days." Teachers analyze and align curriculum on "curriculum days." 4Sight assessments have been implemented as a formative assessment, and PA standards are apparent to students. Curriculum analysis and alignment to SAS will begin and should be complete by 2012. Data days in operation along with curriculum days.

Additional tools implemented include Study Island, "Coach" books and "Ladders to Success."

These assessment tools, as well as data analysis and curricular alignment, will help increase student proficiency.

---

**Concern Last Modified: 9/27/2010**

Grades 6-7-8 planned instruction/sequencing needs developed; the change in curriculum (From Treasures to Elements of Literature) seems to have negatively impacted achievement;

Differentiated strategies needed in grades 7-8. Textbook evaluation; Student independent reading minimal. There has been a high staff turnover in grades 7 and 8 over the last 3 years.

**Strength Last Modified: 9/27/2010**

Tutoring and remediation are offered for struggling students. Lessons are built on identified areas of non-proficiency based on multiple assessment tools and teacher analysis:

Grades 2-6 Assistance in after-school tutoring with classroom teacher as well as tutoring during the school day.

Peer Tutors provide reading reviews/tutoring in mornings for grades 1-5 as referred by the Family Support Program.

Grade 7-8 Assistance in after-school tutoring (in 2009 and spring 2010) and during period 9.

Grade 11 Assistance in after-school tutoring (in 2009 and spring 2010) and in morning homeroom.

Grade 12 PSSA remediation classes for reading and math are built into the school day as part of a student's schedule.

---

**Strength Last Modified: 9/27/2010**

Grade K-8 Teachers have regular discussions about students' work in regularly scheduled Junior High Team meetings and in grade level meetings at the Elementary.

- **Science Proficiency**

**Concern Last Modified: 2/1/2010**

The performance data at the high school level indicates a lack of achievement at this level. Male students are outperformed by female students by a significant margin. The low socio-economic group also does not perform as well as the general population.

The lack of inclusion of the basic concepts of physical and environmental sciences seem to be a curriculum concern at the high school level.

- **AYP Overviews**

**Concern Last Modified: 9/27/2010**

The increase in AYP scores over the next three years will require a corresponding increase in the percentage of students scoring proficient or above. There are concerns that male students, the grade 11 group, special education students, and students coming from a low socio-economic status may experience difficulty in achieving the levels of proficiency required by NCLB.

- **Special Education**

**Strength Last Modified: 9/14/2010**

There has been a significant increase in PSSA scores for the special education subgroup in 2009 which is anticipated to stay high.

A Coordinator of Special Education was appointed in 2009, as well as a Special Education secretary to oversee services for the district, due to the high percent special education population. A secondary Emotional Support teacher has been implemented to specifically serve

this population and allow greater instructional time for other special education teachers in the core subject areas.

The district did extremely well in the Special Education audit in March, 2009. Corrective action areas have been addressed and completed.

**Concern Last Modified: 9/13/2010**

There is a concern that this subgroup will fall short of adequate yearly progress in the coming years due to the high level of proficiency expectations by PDE.

The district contracts with IU8 for school psychological services. We increased contracted time from 2 days per week in 2008-2009 (shared services with another district) to 3 days per week in 2009-2010 (IU8 contracted service), and it is still insufficient time to get reports done. The district has gone out of compliance on timelines for several ED's in this school year. The district pays a high price for contracted psychological services for 3 days per week.

In July, 2010, the district hired a full-time School Psychologist.

## Goals, Strategies and Activities

### **Goal: CARDIOPULMONARY RESUSCITATION**

Last Modified: 9/14/2010

**Description:** As required by PA Law Act 91 of 2000, 100% of all staff members will be provided training in CPR/AED operation.

#### **Strategy: Professional/Personal Development**

Last Modified: 4/26/2010

**Description:** CPR/AED Training will be offered to professional and non-professional staff at least once every 2 years.

#### **Activity: CPR/AED Training**

Last Modified: 1/27/2011

**Description:** Every 2 years, participants will receive training in CPR, including use of a defibrillator (AED)

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Virgin, Judith	Start: 6/4/2009 Finish: 6/28/2012	\$1,500.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	100

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

FASD teachers, administrators, and support staff	<ul style="list-style-type: none"> <li>Non-profit organization</li> </ul>	Approved
--	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Knowledge of procedures to take in dealing with a non-responsive person. How to perform CPR and use an AED.	basic life support in emergencies	
---	-----------------------------------	--

#### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Lesson modeling with mentoring</li> <li>physical test</li> </ul>	<ul style="list-style-type: none"> <li>physical test (passing test)</li> </ul>

**Status:** In Progress — Upcoming

Date	Comment
5/7/2008	Scheduled for the week of June 9, 2008.
9/6/2010	CPR training dates: March 15, 2009 all district staff July 27, 2010 coaching staff and new staff
1/27/2011	Training to occur on Monday, January 31, 2011.

## Goal: CAREER EDUCATION

Last Modified: 9/27/2010

**Description:** By the year 2013, all students will meet the Career Education and Work Standards through awareness activities in grade 4-6, career portfolios in grades 7-12, and job shadowing, college visits, and career fairs in grades 9-12 as defined by PDE.

### Strategy: Curriculum Development

Last Modified: 2/1/2010

**Description:** A comprehensive 4-12 career education program will be integrated into the district's curriculum.

## **Activity: Career Education**

Last Modified: 2/1/2010

**Description:** A 4-12 Career Education curriculum will be developed to meet the PDE standards.

### **Person Responsible Timeline for Implementation Resources**

Dodson, Loraine	Start: 9/1/2009 Finish: Ongoing	\$1,500.00
-----------------	------------------------------------	------------

**Status:** In Progress — Upcoming

### **Date Comment**

8/5/2009 Curricular materials have been purchased. Implementation is on-going (Grades 7-8,12)

## **Strategy: Dropout Intervention**

Last Modified: 9/6/2010

**Description:** Students will be provided individualized personal guidance through their personal graduation plan. Students will be provided with knowledge of skill sets, educational requirements, and resources for their high school plans.

## **Activity: Personal Graduation Plan**

Last Modified: 1/27/2011

**Description:** All students have the opportunity to meet with the High School Career Counselor. Each student in grade 11 and 12 will meet with the School Counselor to review their career goals and to relate those goals to their personal graduation plan. The Counselor will provide the student with information concerning educational requirements that match specific career goals and assist the student in scheduling courses that will prepare them for these career plans. Post-secondary education and employment opportunities will be discussed during these sessions. Grade 12 students will work with a Secondary teacher as their graduation project advisor, which should complement their career aspirations.

### **Person Responsible Timeline for Implementation Resources**

Dodson, Loraine	Start: 9/6/2010 Finish: Ongoing	-
-----------------	------------------------------------	---

**Status:** In Progress — Upcoming

### **Date Comment**

11/16/2010 This began in the spring of 2010. Every senior will meet with the career counselor to map future careers and educational requirements.

1/27/2011 This has begun. There are individual meetings with each junior. All grade 12 students do have a secondary advisor for the graduation project.

## **Strategy: Examine Graduation & Dropout Data**

Last Modified: 4/25/2010

**Description:** Annual examination of graduation/dropout data

### **Activity: Annual Report on Graduation and drop out rates**

Last Modified: 1/27/2011

**Description:** The Junior-Senior High School, as part of an annual review of the strategic plan, will publish a report that provides the district with results of a review of graduation and dropout rates. Drop out data will also include a summary of the circumstances related to each occurrence of dropping out, including the reason provided for dropping out and the interventions used by the school. The district will keep a record of this data and examine it for trends which may need to be addressed.

### **Person Responsible Timeline for Implementation Resources**

Reiter, Jennifer	Start: 8/25/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Date Comment**

---

11/16/2010	One year post-graduation surveys are to be sent to the graduates of the Class of 2010 which will track post-secondary career choices/education success. The seniors of the class of 2011 will be required to complete a graduation exit survey as they complete their senior year. This survey will provide the district with information concerning the post-secondary aspirations of the most current graduating class.
1/27/2011	This is monitored on a regular basis in preparation for the annual report. Students are interviewed previous to leaving school. School uses Goodwill Industries to assist in completion of school.

---

## **Goal: DIFFERENTIATED INSTRUCTION**

Last Modified: 9/27/2010

**Description:** By the year 2012, teachers will differentiate instruction and assessment to meet the needs of students.

### **Strategy: Classroom Practices**

Last Modified: 2/1/2010

**Description:** Instructional strategies and assessment practices will focus on the strengths of each student--differentiated instruction and assessment.

### **Activity: Guided Reading**

Last Modified: 11/16/2010

**Description:** A guided reading program will be implemented at the elementary level.

Person Responsible	Timeline for Implementation	Resources
Zahorchak, Justin	Start: 1/19/2009 Finish: 3/11/2010	\$60,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

3.00	2	25
------	---	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

UPJ, PaTTAN, FASD	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Association</li> </ul>	Approved
-------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Teachers will be able to implement a guided reading program.	As the program has been implemented, student achievement in reading has begun to increase.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
--	--	---

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities****Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul> |
|---|--|

**Status:** Complete

Date	Comment
------	---------

5/7/2008	Teachers in grades 1 & 2 were trained in guided reading and began implementing during the second semester of 2007-08.
9/15/2010	2009-2010 Guided Reading training dates: 1/19/09, 4/24/09, 9/2/09, 3/10/10, 3/11/10
9/29/2010	2009-2010 Guided Reading with Dr. Judy Ankrum was introduced in specified grades and will continue through the 2010-2011 school year to incorporate all grades at the Elementary School.
11/16/2010	This was implemented as planned. This continues to be implemented at the school and should be considered complete in terms of the description provided above.

**Strategy: Gifted Education**

**Description:** The FASD gifted education program will be reviewed, focusing on the development of support for students who are identified.

**Activity: District Self-Assessment**

Last Modified: 1/26/2009

**Description:** The FASD will complete the "Gifted Education Program Self-Assessment Instrument" to determine programming needs.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 2/4/2008 Finish: 2/4/2008	-
---------------	-------------------------------------	---

**Status:** Complete

Date	Comment
------	---------

5/6/2008	The District Self-Assessment was completed to determine needs.
----------	--

## Activity: Gifted/Advanced Learner Programming

Last Modified: 1/27/2011

**Description:** Enrichment and acceleration opportunities will be provided to identified gifted, as well as non-identified advanced learners.

Person Responsible	Timeline for Implementation	Resources
Maxwell, Jessica	Start: 1/13/2010 Finish: 1/13/2010	\$14,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PaTTAN, IU8, FASD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Chapter 16 regulations, use of IEP writer, opportunities for gifted students	PA Law, PDE endorsed	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>IEPs, activities</li> </ul>	<ul style="list-style-type: none"> <li>meeting/review (review of success in implementation)</li> </ul>

**Status:** In Progress — Overdue

Date	Comment
5/6/2008	In April 2008, the FASD Board of Education approved the realignment of a 1/2 day teaching position to address the needs of gifted learners. This individual will participate in professional development prior to the start of the 2008-09 school year.
4/30/2010	In the 2009-2010 school year, the oversight of gifted programs in the Elementary School and at the Jr.-Sr. High School was assigned to each school's Librarian.
1/27/2011	Meetings held recently (January 2011) enrichment program begun at elementary level.
1/27/2011	Enrichment program at elementary level begun. Meetings held for further development.

## Strategy: Professional Development

Last Modified: 3/8/2010

**Description:** Teachers will be trained in a variety of differentiated strategies and assessments, designed to develop students to be readers of fiction and nonfiction.

## Activity: Differentiating Instruction for Learners

Last Modified: 1/27/2011

**Description:** Training for determining learning styles and assessment possibilities for all types of learners. This includes gifted and high achieving students as well as learning support students. Implementing differentiation in lesson planning and assessment will be phased in over time.

Person Responsible	Timeline for Implementation	Resources
Kakabar, Carole	Start: 8/23/2010 Finish: 8/30/2013	\$12,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> <li>Association</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>--Develop lessons which incorporate a variety of instructional methods.</li> <li>--Develop assessments which measure authentic learning.</li> <li>--Determine student learning styles.</li> </ul>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Kindergarten Early Learning Standards</li> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans

- Peer-to-peer lesson discussions

**Status:** In Progress — Upcoming

Date	Comment
9/27/2010	On-going professional development was provided to teachers in grades 7-12 as follows: Learning Disabilities and Reading - 9/2007 - Dr. Fran Boyd, Presenter Adolescent Literacy - Before Reading Strategies - 10/2007 - Dr. Fran Boyd Adolescent Literacy - During Reading Strategies - 12/2007 - Dr. Fran Boyd Adolescent Literacy - After Reading Strategies - 2/2008 - Dr. Fran Boyd. Teachers were provided with departmental planning for 1/2 day following each presentation.
1/27/2011	Differentiated instruction employed in reading at the elementary level, K-3. In-service opportunity provided for district staff in October 2010. Inclusion classes at the HS level provide some level of differentiation.

## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

Last Modified: 11/23/2009

**Description:** The annual Graduation rate will meet an 80% threshold and/or show growth through the year 2013.

### **Strategy: Dropout Intervention**

Last Modified: 9/6/2010

**Description:** Students will be provided individualized personal guidance through their personal graduation plan. Students will be provided with knowledge of skill sets, educational requirements, and resources for their high school plans.

### **Activity: Career Awareness**

Last Modified: 1/27/2011

**Description:** Emphasis will be placed on developing career awareness through the following options:

- \* career counseling
- \* Keys2Work program
- \* on-site college fair
- \* college visits
- \* career fairs
- \* job shadowing
- \* coordination with GJCTC
- \* senior participation in the FASD Career Linking Academy

### **Person Responsible Timeline for Implementation Resources**

Dodson, Loraine	Start: 9/1/2009 Finish: 8/30/2013	\$60,000.00
-----------------	--------------------------------------	-------------

**Status:** In Progress — Upcoming

**Date      Comment**

---

1/27/2011 A guidance counselor is dedicated to these activities. There has been an increase in the number of schools and higher education providers available for students.

**Strategy: Examine Graduation & Dropout Data**

Last Modified: 4/25/2010

**Description:** Annual examination of graduation/dropout data

**Activity: Chart Trends of Graduation & Dropout Rates**

Last Modified: 1/27/2011

**Description:** The High School Principal will chart trends of graduation and dropout rates and compare them historically, as well as to the state.

**Person Responsible Timeline for Implementation Resources**

---

Reiter, Jennifer	Start: 8/30/2007	-
	Finish: 8/30/2013	

**Status:** In Progress — Upcoming

**Date      Comment**

---

8/5/2009 Tracked as required.

1/27/2011 Charted as planned.

---

**Goal: MATHEMATICS**

Last Modified: 11/23/2009

**Description:** By the year 2013, students will be proficient in Mathematics, as defined by PDE.

**Strategy: Mathematics Data Analysis**

Last Modified: 3/8/2010

**Description:** Teachers and administrators will continuously monitor student progress through a system of data analysis.

**Activity: Implement a mathematics local assessment**

Last Modified: 9/29/2010

**Description:** Teachers of mathematics will utilize a math assessment, inclusive of open-ended and multiple-choice items, to be administered to students at least 3 times/year (pre/mid/post).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2008 Finish: 6/1/2013	\$48,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	30
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
PaTTAN, IU8,FASD	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> <li>• Association</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Analysis of student achievement on the 4Sight assessments is a predictor of student success on the PSSA and will also show areas of strength and weakness in the PA standards.	4Sight is a PDE-approved formative assessment.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> </ul>

- Analysis of student work, with administrator and/or peers
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Data Days (collaborative review of data to make educational decisions based on multiple assessment sources.)

**Status:** Complete

<b>Date</b>	<b>Comment</b>
8/5/2009	Assessments in place.
9/29/2010	2008-2009 three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.
9/29/2010	2009-2010 three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.
9/29/2010	2010-2011 three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.

### **Activity: Incorporate open-ended math items**

Last Modified: 9/27/2010

**Description:** Teachers of mathematics will incorporate open-ended math items into instruction and assessments.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2007 Finish: Ongoing	-
---------------	-------------------------------------	---

**Status:** Complete

<b>Date</b>	<b>Comment</b>
8/5/2009	In place and successful. Teachers trained and implementing the strategy.
9/27/2010	Continuous professional development/refreshers.
9/6/2010	8/5/2009 Assessments in place.

### **Strategy: Professional Development**

Last Modified: 9/27/2010

**Description:** Activities will be developed to increase individual student achievement on open-ended assessment items in the area of mathematics.

### **Activity: Open-ended Scoring Rubric--Math**

Last Modified: 1/27/2011

**Description:** Training in the PSSA open-ended scoring rubric will be provided for new teachers and refresher provided for all teachers in order that teachers will incorporate open-ended items into mathematics instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/7/2008 Finish: 8/30/2013	\$8,200.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills      Research and Best Practices      Designed to Accomplish**

Rubric definitions - Scoring practice - Assessment development -	As a component of preparation for the PSSA, open-ended math items will be incorporated as an instructional strategy.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
--	--	--

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

**Follow-up Activities****Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Study Island (review student progress using this remediation tool.)</li> </ul> |
|---|---|

**Status:** Complete**Date      Comment**


---

9/27/2010 All teachers of mathematics (3-12) and paraprofessionals were trained in the open-ended scoring rubric in August 2007.

---

9/27/2010 On-going.

---

1/27/2011 Completed and in place.

## ***Goal:* READING**

Last Modified: 11/23/2009

**Description:** By the year 2013, all students will be proficient in Reading, as defined by PDE.

### ***Strategy:* Professional Development**

Last Modified: 9/6/2010

**Description:** Activities will be implemented to increase individual student achievement in the area of reading/comprehension.

### ***Activity:* Open-Ended Scoring Rubric--Reading**

Last Modified: 1/27/2011

**Description:** Training in the PSSA open-ended scoring rubric will be provided to new teachers and refreshers to all teachers in order that staff will incorporate open-ended items into reading instruction and assessments.**Person Responsible****Timeline for Implementation****Resources**

None Selected

Start: 8/22/2007  
Finish: 8/30/2013

\$7,600.00

**Professional Development Activity Information****Number of Hours Per Session****Total Number of Sessions Per School Year****Estimated Number of Participants Per Year**

3.00

1

20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Rubric Definitions - Scoring Practice - Assessment Development	In an attempt to prepare students for the PSSA, open-ended reading items will be included as an instructional strategy.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Study Island (monitor progress using this remediation tool.)</li> </ul>

**Status:** Complete

Date	Comment
9/27/2010	All teachers of reading in grades 3-12 and paraprofessionals received training in the PSSA open-ended scoring rubric in August 2007.
9/28/2010	Ongoing
1/27/2011	Completed and in-place.

## Strategy: Reading Data Analysis

Last Modified: 3/8/2010

**Description:** Teachers and administrators will continuously monitor student progress through a system of data analysis.

### Activity: Implement a reading local assessment

Last Modified: 9/29/2010

**Description:** Teachers of reading/English will utilize a local reading assessment, inclusive of open-ended and multiple-choice items, to be administered to students at least three times per year (pre/mid/post).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2008 Finish: 6/1/2013	\$54,000.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PaTTAN, IU8	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> <li>• Association</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data-driven decision making to increase student achievement	4Sight is a PDE approved formative assessment; analysis of assessment data from multiple sources to make sound instructional and remediation decisions.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Data Days (Collaborate to review student achievement based on data from multiple assessments)</li> </ul> |
|--|---|

**Status:** Complete

### **Date      Comment**

8/5/2009	Assessments in place.
9/29/2010	2008-2009: three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.
9/29/2010	2009-2010: three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.
9/29/2010	2010-2011: three times/year teachers analyze 4Sight data. Data days for analysis of student achievement data are held in the fall.

### **Activity: Incorporate open-ended reading items**

Last Modified: 9/14/2010

**Description:** Teachers will incorporate open-ended reading items into instruction and assessment.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2007 Finish: Ongoing	-
---------------	-------------------------------------	---

**Status:** Complete

Date	Comment
8/5/2009	Implemented and successful. Staff training implemented and assessment results indicate success.
9/14/2010	Continuous professional development/refreshers.
9/6/2010	8/5/2009 In place and successful. Teachers trained and implementing. 3/8/10 Continuous professional development/refreshers.

### **Activity: Reading in the Content Areas**

Last Modified: 9/28/2010

**Description:** Teachers in grades 7-12 will develop knowledge and activities to incorporate PSSA Reading glossary terms and other reading strategies into their subjects.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/12/2009 Finish: 3/15/2010	\$5,000.00

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, Saint Francis University, IU08	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
What Do Proficient Readers Do? - Difference Between Learning to Read and Reading to Learn - Textbook Setup - Vocabulary Strategies - Building Prior Knowledge - Think Alouds - Graphic Organizers - "How Do I Make Inaccessible Text Accessible?" - Frontloading - Visualization - Writing and Reading - Summarization - Assessment As of 2009: Course specific reading, math and reading glossary terms in the content area, open-ended questions, PSSA test format for course assessments, adopt-an-anchor.	There is an abundance of research focusing on the need for content area teachers to understand and incorporate strategies related to adolescent literacy.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions</li> </ul>

for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li><li>• Economics</li><li>• Family and Consumer Sciences</li><li>• Geography</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

---

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Lesson modeling with mentoring</li></ul> | <ul style="list-style-type: none"><li>• Review of participant lesson plans</li></ul> |
|--|--|

**Status:** Complete

Date	Comment
9/28/2010	Dr. Fran Boyd, SFU, provided ongoing professional development as follows: Before Reading Strategies - October 2007 During Reading Strategies - December 2007 After Reading Strategies - February 2008. Following each session, teachers had 1/2 day planning for preparation of materials and lesson planning related to the strategies introduced.

## Goal: SAFE SCHOOLS

Last Modified: 11/24/2009

**Description:** Throughout the time span of the strategic plan, the district will ensure that a safe and supportive environment will be provided to students.

### Strategy: Curriculum Development

Last Modified: 2/1/2010

**Description:** A comprehensive K-12 drug and alcohol awareness and prevention program will be created and implemented.

### Activity: Drug & Alcohol Education

Last Modified: 1/27/2011

**Description:** The Safe & Drug Free Schools Committee will determine an appropriate educational/preventive program for students in grades K-12.

#### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/4/2010 Finish: Ongoing	\$22,000.00
---------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

Date	Comment
8/5/2009	The committee meets three times a year. The need to incorporate formal programming at the appropriate developmental levels.
1/27/2011	Not started.

## Goal: SCIENCE

Last Modified: 3/8/2010

**Description:** By the year 2013, Students will be proficient in science, as defined by PDE.

### Strategy: Science Data Analysis

Last Modified: 4/22/2010

**Description:** Teachers will analyze assessment data to identify levels of student proficiency to target instruction and increase student achievement in science.

### **Activity: Targeted Instruction in science**

Last Modified: 4/22/2010

**Description:** As a result of the analysis of student assessment data, the science teachers will target instruction to address student progress towards proficiency in the standards.

#### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 10/1/2010      -  
Finish: Ongoing

**Status:** Not Started — Overdue

### **Goal: STANDARDS ALIGNED CURRICULUM (SAS)**

Last Modified: 9/27/2010

**Description:** By the year 2013, all curriculum documents K-12 will be re-written to reflect the six components of the SAS model.

### **Strategy: Total immersion of the SAS model for all curriculum**

Last Modified: 9/27/2010

**Description:** The district will embark on an all-encompassing program of implementation of the SAS model in all grade levels and subject areas. The district will require teachers to document instruction employing the components of the SAS model.

### **Activity: SAS training in the use of the six components of the SAS model**

Last Modified: 1/27/2011

**Description:** The training will be comprised of the following:

- In-depth overview of the SAS
- Review of the SAS as pertains to specific grade levels and subjects
- Language arts will be the initial emphasis in the elementary level (K-6) and specific subject areas at the secondary level.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Kakabar, Carole	Start: 1/19/2010 Finish: 6/30/2014	\$13,500.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
5.50	2	80

<b>Type of Provider</b>	<b>Provider's Department of Education</b>
-------------------------	---

**Organization or Institution Name**

**Approval Status**

Tri-State Study Council of the University of Pittsburgh, PATTAN, IU8, FASD

- School Entity
- College
- Intermediate Unit

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Alignment of curriculum using PA Standards using the SAS model

Based on Marzano's research on effective instruction.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

**Role**

**Grade Level**

**Subject Area**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages

- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Upcoming

Date	Comment
9/29/2010	An introduction to the 6 components of SAS has been provided to staff. Alignment of curriculum to the SAS model will begin June 7, 2010 and continue through the summer months.
1/27/2011	Work in progress.

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

Last Modified: 3/17/2010

**Description:** Throughout the duration of the strategic plan, student attendance will meet a 90% threshold and/or show growth.

### **Strategy: Examine Attendance Data**

**Description:** Elementary administrator and counselor will monitor trends of student attendance

### **Activity: Chart Trends in Attendance Rates**

Last Modified: 1/27/2011

**Description:** Elementary administrator will monitor attendance data through AYP data, and will intervene with programs, if necessary

### **Person Responsible Timeline for Implementation Resources**

Zahorchak, Justin	Start: 8/30/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date      Comment**

---

8/5/2009    In progress and being monitored.

---

1/27/2011    Occurring as planned. Family support program addresses this aspect.

---

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

Last Modified: 11/23/2009

**Description:** Throughout the duration of the strategic plan, at least 95% of eligible students will participate in required state-wide assessments.

### **Strategy: Examine PSSA Participation Rates**

Last Modified: 4/26/2010

**Description:** Student participation rates taking the Reading and Math PSSA will be monitored for all grades testing (grades 3-8, 11).

### **Activity: Chart Trends in Participation Rate**

Last Modified: 1/27/2011

**Description:** Building administrators will monitor and chart trends in student participation rates on the PSSA Reading and Math assessments to continually assure that AYP expectations for PSSA participation are met in all testing grades.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/30/2007	-
	Finish: 8/30/2013	

**Status:** In Progress — Upcoming

#### **Date      Comment**

---

8/5/2009    Tracked as required.

---

1/27/2011    Tracked as planned.

---

# Goal: TECHNOLOGY

Last Modified: 9/27/2010

**Description:** By the year 2014, the staff and students will identify and integrate technology standards; derived through credible technology publications, interaction with technology coaches and colleagues and attending conferences and seminars; to achieve the following:

- Obtain technological resources and a thorough understanding of these resources to provide access to a technology-enriched curriculum
- Develop technology-literate students, able to access and analyze information from a variety of resources
- Implement enhanced technology-driven tools and resources for use by district staff and to increase communication between school and home.
- Use the regional Wide Area Network (WAN) in order to exchange educational information with other schools more cost-effectively.

## Strategy: Expand and increase district-level technology driven communication and collaboration

Last Modified: 9/13/2010

**Description:** Provide resources to create timely, accurate, and efficient communication among faculty.

### Activity: Wide Area Network (WAN) connection and use.

Last Modified: 1/27/2011

**Description:** Our school aims to have intra-district high-speed transport and connect to a regional Wide Area Network (WAN) in order to exchange educational information with other schools more cost-effectively. We hope to receive bulk discounts on Internet services, enhance our distance education capabilities, and generally improve our quality of education. This will be done through better collaboration with regional and state K-12 institutions, including connecting to PAIUnet, our statewide K-12 network for education. Additionally, through the WAN project, we will undergo a building to building connectivity project between our elementary and secondary schools.

#### Person Responsible Timeline for Implementation Resources

Long, Robb	Start: 7/1/2011 Finish: Ongoing	\$28,800.00
------------	------------------------------------	-------------

**Status:** Not Started — Upcoming

#### Date Comment

1/27/2011 This has not been initiated as of this year. Begins this July, 2011.

## Strategy: Integrate Technology Across the Curriculum

Last Modified: 2/4/2010

**Description:** Support content instruction with technology uses and resources.

### Activity: Distance Learning

Last Modified: 9/27/2010

**Description:** Utilize distance learning to enhance and expand opportunities for secondary students. District provides on-line courses through various vendors.

**Person Responsible Timeline for Implementation Resources**

Reiter, Jennifer	Start: 1/1/2008 Finish: Ongoing	\$95,000.00
------------------	------------------------------------	-------------

**Status:** Complete

**Date Comment**

8/5/2009	Courses provided on-line
9/8/2010	A variety of distance learning courses from different vendors are hosted at the high school level based on students' career plans and intended collegiate studies. Vendors/courses purchased depend on alignment with student need/interest.

**Activity: Enhance K-12 Curriculum**

Last Modified: 9/27/2010

**Description:** Develop K-12 curriculum which addresses the competencies required to graduate technology literate students, including word processing, Powerpoint, spreadsheet, technology-based research, as well as advanced applications.

Person Responsible	Timeline for Implementation	Resources
Soohy, Karen	Start: 4/1/2009 Finish: 6/7/2011	\$500.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	42

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ferndale Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn what particular competencies are to be taught at each grade level and tools to use.	Based on PA standards of Science and Technology and on national technology standards.	

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>

**Follow-up Activities****Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• PATI survey review</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observation (look for evidence of instruction and assessment)</li> <li>• Curriculum Review (review progress of implementation)</li> </ul> |
|---|---|

**Status:** Complete**Date      Comment**

9/27/2010	A K-12 technology curriculum was approved at the board level and will be implemented in the 2009-10 school year.
9/27/2010	8/5/2009 A K-12 technology curriculum was approved at the board level and was implemented in the 2009-2010 school year. Its implementation will be monitored through June 2011.

**Activity: Incorporate technology in student assignments**

Last Modified: 1/27/2011

**Description:** Integrate technology skills into content-area projects and assignments, such as electronic reports, presentations, etc.**Person Responsible Timeline for Implementation Resources**

Long, Robb	Start: 8/25/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming**Date      Comment**

9/27/2010	The initiative is in progress and expanding in usage.
9/8/2010	June, 2010 Through student and staff surveys, the use of technology in student work is very limited as staff identified a need to attain proficiency and familiarity with the tools.
1/27/2011	Teachers are incorporating technology skills checklist at the elementary level. There is a need to continue effort at the secondary level.

**Deleted Goals****Name      Deletion Rationale      Deletion Date**

WRITING	The writing goal has been moved into the reading and math goals.	10/22/2009
---------	--	------------

## Deleted Strategies

Name	Deletion Rationale	Deletion Date
Co-Teaching	This approach is folded into the differentiated instruction strategy and is currently redundant.	2/4/2010
Technology Utilization	redundant	3/8/2010
Data Analysis	duplicate of another strategy.	1/26/2010
Professional Development	repeated with detail under various headings	3/8/2010
Obtain technological resources to design technology enriched curriculum	redundant to other strategy	2/4/2010
Develop Planned Instruction	Done and already in action	2/4/2010
Student Use of Technology	redundant	3/8/2010

## Measurable Annual Improvement Targets

The Ferndale Area School District will strive to meet yearly achievement goals as defined by NCLB. Each year, through 2006-07, all schools and subgroups have successfully met AYP. As proficiency cut scores change, the Ferndale Area School District will continue to analyze data, making curricular changes as necessary.

To calculate a "District AYP" score, averages of the "All" groups were used and are recorded in the chart as the numerator, with Pennsylvania AYP cut scores as the denominator

Subject	2007	2008	2009	2010	2011	2012	2013
Math	71%/45%	69%/56%	79%/56%	85%/56%	67%	78%	89%
Reading	68%/54%	64%/63%	72%/63%	73%/63%	72%	81%	91%

The Ferndale Area School District made AYP in 2007, 2008, 2009, and 2010 in Reading and Math; however, building level and cohort groups did not make AYP in 2008 and were in warning. All building level and cohort groups did make AYP in 2009 and 2010.

From 2008-2009, Reading (all) scores in individual grades 4,5,6,8,11 showed improvement, while grades 3 and 7 scores remained relatively unchanged. IEP subgroup scores have increased in grades 3,4,5 and have been relatively unchanged in grades 6,7,8,11. ED subgroup scores match the (all) group trends.

Male subgroup scores are a concern especially in grade 11. *\*\*Individual grade level and subgroup scores for 2010 are not available for analysis before Sept. 30, 2010 and will need to be tabulated after that time.*

From 2008-2009, Math (all) scores in individual grades 3,4,5,6,7,8 showed improvement, while grade 11 were slightly decreased. IEP subgroup scores have increased in grades 3,4,5,7,8 and have decreased in grade 6 and shown a slight increase in grade 11. ED subgroup scores match the (all) group trends. Male subgroup scores are a concern especially in grade 11. *\*\*Individual grade level and subgroup scores for 2010 are not available for analysis before Sept. 30, 2010 and will need to be tabulated after that time.*

## Curriculum, Instruction and Instructional Materials

### Notes from 2007-2010 plan:

The Ferndale Area School District continues to develop its comprehensive curriculum assessment plan, displayed in Figure One. The major components of the plan are curriculum alignment K4-12, verification of student achievement, expanded opportunities for student learning, and clear and effective communication.

Curriculum alignment has involved curriculum mapping (and now SAS curriculum mapping) using the PA Academic Standards and accompanying eligible content to identify gaps and to focus subject/grade level instruction. A continuation of this process will extend into all curricular areas and is further defined by the Curriculum Assessment Cycle (Table 1). Building-level goals for student achievement will be developed annually. Instructional materials necessary for meaningful delivery are revisited annually. Content area subjects focus efforts on textbook/resource adoption every 6 years.

As per Chapter 4 requirements, the district will further enhance procedures to verify student mastery of the PA Academic Standards. This will include an emphasis on continued data analysis, development/expansion of local assessments, and data-driven decision making.

Expanded opportunities for student learning will support all students in their learning. Differentiated instruction will provide appropriate instructional materials and strategies designed to enhance the classroom experience. Through the use of individual grade level learning plans, students will be ensured of remedial and enrichment opportunities.

The ESL Program is part of the core curriculum; it replaces the English planned instruction required under Chapter 4. The district budget includes funding to support the program. The student shall receive sufficient instructional time from a PA ESL certified teacher with appropriate resource materials. The teacher shall use an assessment system that monitors student progress in learning English. The classroom teacher shall provide assistance and accommodations so the LEP student has success while learning English. The ESL Program shall be evaluated annually to determine if the ELL are achieving success in learning English. If they are not, the program will be adapted to meet their needs.

Gifted Education Programming is provided to identified students. Both acceleration and enrichment models are utilized, based upon individual students.

Lastly, the assessment plan includes clear and effective communication to all district stakeholders. Such communication ensures that all constituent audiences understand the various components of this plan and can partner with the district in our efforts to help all children become successful learners. The specifics of this information are discussed at the end of this item.

**Figure One**  
District Assessment Plan

Curriculum Alignment K-12		Verification of Student		Expanded Opportunities for Student Learning		Clear & Effective Communication
Align the PA State Standards K-12		Data Analysis		Differentiated Instruction		State
Review & Revise Curriculum & Instruction		Assessment Portfolios		Tutoring		Parents
Building Level Goals for Student Achievement		Graduation Requirements		Remediation		Students
		Culminating Project		Accelerated Curriculum		Community
		Grading & Reporting		Individual Grade Level Learning Plans		

**Phase 1**

Review literature related to state and national practices

Complete classroom curriculum mapping by individual classrooms to identify content gaps

Align the state standards

Develop K-12 standard statements and specify which courses shall include the teaching and assessment of each (backmapping)

Begin assessment development

Analyze current assessments to identify which standards and benchmarks are presently being assessed and where there are gaps

Identify appropriate measures for the benchmarks to be assessed, balancing between district, classroom, commercial, and state assessment tools (K-12) in each subject area

Develop needed district and classroom assessment tools, criteria, and draft rubrics to verify student proficiency

**Phase 2**

Review available resources (published materials, visitations, etc.)

Continue assessment development

Write Planned Instruction

Pilot strategies and materials

Implement textbook selection process

**\*Phase 3**

Purchase textbooks/materials

Provide professional development

Pilot the assessment measures

Verify the rubrics and establish anchor papers for local assessments; develop quality control measures such as inter-rater reliability

Implement planned instruction

**Phases 4 & 5**

Continue staff development for all educators to implement strategies and assessment measures

Communicate the assessment criteria to the various stakeholder

Monitor and adjust assessments

**Table One: District Curriculum and Assessment Cycle**

The schedule for the implementation of the five-phase curriculum and assessment cycle:

Year	Phase I	Phase II	*Phase III	Phase IV	Phase V
2004-05	Science	Math Lang. Arts			
2005-06	Social Studies	Science	*Math *Lang. Arts		
2006-07	Technology	Social Studies	*Science	Math Lang. Arts	
2007-08	Health/Safety/PE Career Ed. World Lang.	Technology	*Social Studies	Science	Math Lang. Arts
2008-09	Lang. Arts	Health/Safety/PE Career Ed. World Lang.	*Technology	Social Studies	Science
2009-10	Math	Lang. Arts	*Health/Safety/P E Career Ed. World Lang.	Technology	Social Studies

**2010 Mid-point review update:**

In the 2008-2009 school year, there was a complete turnover of administration as well as numerous staff retirements and changes. Phase I activities were completed in Language Arts and Math. Phase III activities were completed for Technology. With the roll out of SAS, Core Competencies, and the Keystone Exams, Phase I work is needed for all subject areas. However, areas of focus for this district are Health/Safety/PE, Career Ed, Science, and Social Studies. Great work has been done in the areas of Language Arts and Math and will continue on a phase III, IV and V level, although we are no longer using the "phase" model plan.

## Assessments and Public Reporting

The District will utilize local, state, and commercial assessments to measure student performance on academic standards. This information will be used to make instructional decisions for all learners. Presently (2009-2010, 2010-2011), the following list highlights the assessments being used at the various levels:

Four year old Kindergarten:

- First Step Developmental Evaluation or ABC Inventory
- Work Sampling System

Kindergarten:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Everyday Math)

First Grade:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Everyday Math)

Second Grade:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Everyday Math)

Third Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Beginning-Middle-End tests (Everyday Math)

Fourth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math, Science in 2008
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Beginning-Middle-End tests (Everyday Math)

Fifth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math and Writing
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Beginning-Middle-End tests (Everyday Math)

Sixth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Beginning-Middle-End tests (Prentice Hall Integrated Math)

Seventh Grade:

- PSSA Reading and Math
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Gates-MacGinite Reading Reading Achievement Test in Comprehension and Vocabulary

Eighth Grade:

- PSSA Reading, Math, Writing, and Science (2008)
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)
- Gates-MacGinite Reading Reading Achievement Test in Comprehension and Vocabulary

Ninth Grade:

- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)

Tenth Grade:

- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)

Eleventh Grade:

- PSSA Reading, Math, Writing, and Science (2008)
- 4Sight Assessments in Reading and Math (Beginning-Middle-End tests)

Twelfth Grade:

- PSSA Reading, Math, Writing, and Science Retest (as needed per individual student)
- Appalachia Intermediate Unit 08 Consortium Math and Reading Local Assessments (as needed per individual student)

Teachers use multiple measures of assessment to determine each student's areas of non-proficiency. A remediation plan can then be determined based on what standards/skills the student actually needs assistance with.

The public shall be notified of assessment results as follows:

- Cumulative state (PSSA) test results will be reported on the district's web site and in the district's newsletter
- Individual state and commercial test scores will be sent to the parents of each student.
- Student academic performance results are available for parents of students in grade 7-12 via the "parent portal" of the MMS student information system.
- Curriculum-based assessments, which include projects, daily work, teacher tests, observation checklists, and anecdotal records of student demonstrations and performances, shall be reflected on the report cards and periodic progress reports. Parents may request a conference with a student's teachers at any time to review the student's progress.
- Two formal days are built into the school calendar to accommodate parent conferences.
- Achievement on performance assessments, including midterm and final exam scores (grades 7-12), will also be reflected on report cards.

### **Targeted Assistance For Struggling Students**

Through continuous monitoring of student performance, students who are having difficulty achieving academic standards are quickly identified. These students are directed toward a variety of programs. Programs are multi-leveled and address the various needs of the student body, to ultimately increase proficiency in reading and math. Programs include, but are not limited to:

#### Elementary

- Title I reading assistance
- Instructional Aides and Americorp workers
- Reading Tutor
- Homework Help Room
- After School Tutoring (Math & Reading)
- Family Support Services (IST) with accompanying remedial plans
- Special Education Services
- 4Sight Assessments in Reading and Math to predict proficiency on the PSSA
- DRA2 Developmental Reading Assessments

#### Junior/Senior High

- Instructional Aides and Americorp workers
- Tutoring/homework assistance during study halls and homeroom period
- Child Find/At-Risk Youth services with accompanying remedial plans
- Software-Based Remediation for Reading and Math (Study Island)
- Summer School
- Special Education Services
- Designated remedial courses students are assigned to as a class on their daily schedule for a semester or year-long in Reading and Math
- 4Sight Assessments in Reading and Math to predict proficiency on the PSSA

## **Support for Struggling Schools**

PSSA 2008: FASD made district AYP, however individual buildings and subgroups did not make AYP and earned a "warning" status. Schools were not required at that time to submit to a formalized improvement process or documentation. To address the warning status, the district:

- Instituted 4Sight assessments in both buildings.
- Provided staff training in data analysis using eMetric, PVAAS, and 4Sight scores.
- Provided time during scheduled curriculum and data analysis days for teachers to analyze student assessment and achievement data, then modify curriculum, instruction, and assessment.
- Began after-school tutoring in PA standards of student deficiency/weakness and assigned students to attend who were basic, below basic, or in the bottom 5% of proficient on the PSSA and/or 4Sight Assessments.

The district, both buildings and all subgroups have achieved AYP status on PSSA 2009 and PSSA 2010. Even though AYP is being achieved, we continue to analyze student assessment and achievement data to address curriculum strengths and deficiencies and to identify students in need of remediation. Should the need arise, the Ferndale Area School District will utilize PDE's Framework for School Improvement, "Getting Results."

## **Qualified, Effective Teachers and Capable Instructional Leaders**

100% of the Ferndale Area School District professional staff are Highly Qualified under the NCLB definition. The school district promotes continued professional development for each teacher in his/her area of certification, as is evidenced by Act 48 hours accrued by individual educators. Additionally, staff development in areas of focus for the district (strategic plan goals) is provided. Examples of district-provided professional development includes training in: 4Sight assessment and analysis, data analysis using eMetric and PVAAS, educational technology tools, SAS, autism, bullying prevention, etc., which are all aligned to our strategic plan goals.

Professional staff are formally evaluated annually, and administrators look at student performance data for teachers to determine the need for on-going staff professional development.

The district will provide staff development opportunities for the paraprofessional support staff as well as hire qualified instructional support staff as required. Existing paraprofessional staff not considered highly qualified all successfully completed PDE's Credential of Competency Certification Program. Greater than 20 hours per year of meaningful professional development is provided for our instructional aides and is individualized to their needs to meet district goals.

The administrative staff of the district will maintain professional expertise through the PILS (Pennsylvania Inspired Leadership) program as well as through participation in approved ACT 45 activities.

Struggling students (not making AYP and/or in danger of not graduating) in both buildings receive remediation from their own classroom teachers in tutoring. Secondary students may be assigned to specific PSSA remediation classes (as part of their daily schedule) which are taught by highly qualified FASD teachers. Currently, the district does not employ other agencies to provide remediation services for our students. Additionally, drop-out prevention is addressed in our Career Education goals and Four Year Graduation Rate goals. AYP academics are addressed in our Math, Reading, and Science goals.

## **Parent and Community Participation**

The participation of parents and guardians in the on-going education of their children is actively encouraged by the school district. The district encourages parents to participate through a variety of communication venues and activities. Additionally, there are collaboratives with community organizations and higher education institutions to support the FASD learning process. The collaboration between student-school-home-community can promote increased student achievement, attendance, participation and graduation rate. Additionally, we can have safe schools and a safe community. A list of opportunities includes:

- on-going teacher communication via notes, email, teacher web pages
- district website and parent links
- district newsletter
- elementary newsletter
- elementary PTO
- parent-teacher conference days (2 scheduled per year)
- Open House (3 evenings in September)
- new student orientation in each building
- kindergarten and K4 orientation
- grade 7 transition and orientation
- Family Support Team meetings and home visits
- K4 parent workshops and visits
- Academic Support meetings
- Title I Parent meetings
- Elementary science programs
- Student Assistance Program (in both buildings)
- Secondary Goodwill Mentoring Program
- Special Education workshops for parents and teachers combined
- Parent Outreach workshops on specific topics like bullying, PSSA prep
- Parent Task Forces-Anti-bullying
- District and specific school committee involvement such as grant writing, Safe and Drug Free Schools, Technology, Wellness Committee, Strategic Planning Committee and sub-Committees
- School-Community CERT training (Community Emergency Response Training) by Cambria County EMS
- Schoolwide Positive Behavior Support Program in cooperation with the ACRP (Alternative Community Resource Program) Organization
- Dual enrollment agreements with PA Highlands Community College, Cambria Rowe Business College, Mount Aloysius College, and Saint Francis University to offer college credit through high school courses at a reduced rate.
- Collaborative with Dr. Judith Ankrum (University of Pittsburgh at Johnstown) for the Elementary Reading Program

## **Pre-Kindergarten Transition**

Ferndale Area Elementary School's K4 program is in operation from 9:00AM to 2:00PM. There are two K4 classes in the elementary school each with one teacher and one instructional aide. The program is designed to enhance the academic and social ability of our students and will accept a maximum of 40 students per school year. Throughout the program, students participate in literacy and math centers along with centers designed to increase social skills, fine motor skills and language development. Students in the program also have the opportunity to learn the structure of the school day prior to kindergarten enrollment.

Four year old kindergarten students enter school age programming through an integrated process consisting of school screenings using First Step Developmental Continuum, the Early Learning Network's Work Sampling System and parent/principal meetings. In addition, the school meets with professionals from IU8 and local child care centers to determine services that have been in use prior to student enrollment at Ferndale Area. The majority of our students attend some day care or the IU8 program before entering the K4 program. All of our accredited local day care providers and preschool programs are required to follow the PA Learning Standards for Early Childhood (Infants-Toddlers), which helps to ensure consistency amongst different programs. Beyond knowing that the other preschool programs are using the same standards, our teachers have made observations and visits to multiple sites. In addition, our teachers have met with staff from other programs at our K4 transition days and K4 orientation. (We have a fantastic relationship with the IU8 programs and the preschool programs, but have had some resistance from private daycares!)

Five year old kindergarten students enter school age programming through the same process, excluding the home visit. These students are assessed using the ABC Inventory. Data from this process is reviewed and interpreted by district administration. This process ensures appropriate entry into the public school setting.

Transition meetings occur for all students who enter from both Head Start and Early Intervention programs. These meetings occur before the beginning of the academic year and involve representatives from all involved agencies.

The school district collaborates and is in contract with IU8 to identify and serve students with disabilities. IU8 sends one teacher to the school district to work specifically with students that are identified with disabilities. The IU8 special education teacher also works with the district K4 teachers to provide transition students with disabilities. The district K4 teachers are also responsible for ensuring that all goals, accommodations and modifications in the students' IEPs have been addressed. The school district also utilizes an in-house speech therapist that works directly with our K4 students. In addition, the school district utilizes the services of IU8 for hearing support.

The school district works with IU8 to ease the transition from community programs to the school's K4 program. The district's K4 teachers set up transition meetings for all students for the following year in April. The guidance counselor, principal, nurse, speech therapist, K4 teachers and teachers from IU8 are in attendance at these meetings. The K4 teachers also meet with parents of all students prior to their enrollment at Ferndale Area. Parents of K4 students are also invited to various parent workshops throughout the school year. Topics for parent workshops include: Reading in the home, bullying, volunteering, and family science nights. In addition, the school holds a K4 and kindergarten orientation designed to introduce parents and their children to the building facilities and the operation of the school day.