

JOSEPH E FERDERBAR EL SCH

300 Heights Lane

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Ferderbar school community builds futures by empowering each child to become a productive citizen and a lifelong learner.

STEERING COMMITTEE

Name	Position	Building/Group
Andre Modica	Principal	Ferderbar Elementary
Pamela Haggerty	Teacher	Ferderbar Elementary
Jennifer Pinson	Teacher	Ferderbar Elementary
Jessica Gordon	Counselor	Ferderbar Elementary
Erin Miller	Teacher	Ferderbar Elementary
Joanne Cariola	Parent	Ferderbar Elementary
Michelle Burkholder	District Level Leaders	Neshaminy School District
Miranda Zambino	Parent	Ferderbar Elementary
Rob Mcgee	Chief School Administrator	Neshaminy School District
Robert Boffa	District Level Leaders	Neshaminy School District
Michelle DiCesare	Community Member	Parent and Former HSA President
Lisa Eckelmeyer	Education Specialist	Neshaminy School District
Marty Sullivan	Community Member	Neshaminy School Board of Directors

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students will continue to work on individualized instruction through iReady My Path and will received interventions by classroom teachers and MTSS team.	English Language Arts English Language Arts English Language Arts
Students will continue to work on individualized instruction through iReady My Path and will received interventions by classroom teachers and the MTSS team.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Research based interventions within an MTSS framework	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Reading	By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading

Goal Nickname	Measurable Goal Statement (Smart Goal)
Diagnostic	Diagnostic.
DIBELS 8 Composite	The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2
iReady Math Diagnostic	By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	2022-09-12 - 2022-10-07	Jennifer Pinson, Reading Specialist and Pam Haggerty Title I Reading Specialist	Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Login, Chromebooks, DIBELS 8 Assessments, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.
Classroom teachers and MTSS team will analyze data from the universal screeners and	2022-10-10 - 2022-10-14	Jennifer Pinson, Reading Specialist Pam Haggerty, Title	Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS 8 reports, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>identify students' needs and supports. Identify Tier 2 and Tier 3 interventions and student groups.</p>		<p>I Reading Specialist Lisa Eckelmeyer, MTSS Coach</p>	
<p>Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.</p>	<p>2022-09-12 - 2023-06-15</p>	<p>Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist Lisa Eckelmeyer, MTSS Coach</p>	<p>Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00. Materials/Resources/Supports needed to carry out this action step are: Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan, Supplemental academic materials for intervention support paid for with Title I funds as outlined in the District Title I Plan, Hand 2 Mind Math Toolkits paid for with past Title I funds, iReady Tools for Instruction, iReady My Path, and Bridges in Mathematics.</p>
<p>Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.</p>	<p>2022-09-12 - 2023-06-15</p>	<p>Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist Lisa Eckelmeyer, MTSS Coach</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00. Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist and Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan. The following intervention components are paid for with Title I funds as outlined in the District Title I Plan: Reading Horizons software; Read Naturally Fluency, Word Warm Ups, One Minute Readers; and Sound City. The following intervention components paid for with past Title I funds: Reading Horizons Intervention kits and supplemental academic materials for intervention support. Other intervention resources include Magnetic Reading and Reading</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			A to Z.

Anticipated Outcome

Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Monitoring/Evaluation

iReady Diagnostic Reports DIBELS 8 Assessment Reports

Evidence-based Strategy

Research based interventions within a MTSS framework

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Reading Diagnostic	By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic.
DIBELS 8 Composite	The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2
iReady Math Diagnostic	By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	2022-09-12 - 2022-10-07	Jennifer Pinson, Reading Specialist and Pam Haggerty Title I Reading Specialist	Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Login, Chromebooks, DIBELS 8 Assessments, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.
Classroom teachers and MTSS team will analyze data from the universal screeners and identify students' needs and supports. Identify Tier 2 and Tier 3 interventions and student groups.	2022-10-10 - 2022-10-14	Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist Lisa Eckelmeyer, MTSS Coach	Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS 8 reports, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	2022-09-12 - 2023-06-15	Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist Lisa Eckelmeyer, MTSS Coach	Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00. Materials/Resources/Supports needed to carry out this action step are: Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan. Supplemental academic materials for intervention support paid for with Title I funds as outlined in the District Title I Plan. Hand 2 Mind Math Toolkits paid for with past Title I funds. iReady Tools for Instruction, iReady My Path, Bridges in Mathematics
Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.	2022-09-12 - 2023-06-15	Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist Lisa Eckelmeyer, MTSS Coach	Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00. Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist and Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan. The following intervention components are paid for with Title I funds as outlined in the District Title I Plan: Reading Horizons software, Read Naturally Fluency, Word Warm Ups, One Minute Readers and Sound City. The following intervention components paid for with past Title I funds: Reading Horizons Intervention kits and supplemental academic materials for intervention support. Other intervention resources include Magnetic Reading and Reading A to Z.
Anticipated Outcome			
Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.			

Monitoring/Evaluation

iReady Diagnostic Reports DIBELS 8 Assessment Reports

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within an MTSS framework	Administer the universal screeners, iReady Reading and iReady Math to all students in K-4.	09/12/2022 - 10/07/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)		Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within an MTSS framework	Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	09/12/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			-
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			06/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within an MTSS framework	Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.	09/12/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			-
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			06/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within a	Administer the universal screeners, iReady Reading and	09/12/2022 -
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)	MTSS framework	iReady Math to all students in K-4.	10/07/2022
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)		Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within a MTSS framework	Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	09/12/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			-
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			06/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions	Implement reading supports for off-level students in grades	09/12/2022 - 06/15/2023
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)	within a MTSS framework	K-4 using Tier 2 and Tier 3 evidence-based interventions.	
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2022-08-23

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Robert McGee

2022-11-10

School Improvement Facilitator Signature

Robert Boffa

2022-11-10

Building Principal Signature

Andre Modica

2022-11-10

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PSSA-Mathematics/Algebra - Percentage of students Proficient or Advanced is 57.3% which is higher than the interim target of 52%.

PSSA- English Language Growth and Attainment - Percentage English Language Growth and Attainment is 62.2% which is higher than the interim target of 49.8%.

PSSA-Mathematics/Algebra - 70% of Asian students were Proficient or Advanced This exceeds the statewide average of 55%.

PSSA-Mathematics/Algebra- 54% of Economically Disadvantaged students were Proficient or Advanced. This exceeds the statewide average of 37.3%.

PSSA-Mathematics/Algebra - 50% of English Learner students were Proficient or Advanced This exceeds the statewide average of 37.3%.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Implement an evidence-based system of schoolwide positive

Challenges

PSSA -English Language Arts/Literature - Percentage of students Proficient or Advanced is 61% which is less than the interim target of 67.6%

PSSA-English Language Arts/Literature - 52.4% of Economically Disadvantaged students were Proficient or Advanced. This is slightly below the 2021 interim target of 52%

PSSA-Mathematics/Algebra - Percentage of students Proficient or Advanced is 57.3%

Although this showed as a strength, this area could use some focusing: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Although this showed as a strength, this area could use some focusing: Continuously monitor implementation of the school improvement plan and adjust as needed.

Pennsylvania State Assessment - English Language Arts - In 2021, 23.3% students with disabilities were Proficient or Advanced. That is below the interim target of 36.9%.

Strengths

behavior interventions and supports.

English Language Growth and Attainment- 72.0% of English Learners meets or exceeds Statewide Goal. The exceeds the statewide average of 31.2%. The state interim goals for 2021 is 49.8%.

Regular Attendance - In 2021, 85.9% of students with disabilities had regular attendance. That is above the statewide average of 85.8%.

Pennsylvania State Assessments - Mathematics - 54% of economically disadvantaged students were Proficient or Advanced which exceeds the interim target of 37.3%

PSSA- English Language Growth and Attainment - Percentage English Language Growth and Attainment is 62.2% which is higher than the interim target of 49.8%.

DIBELS 2021-2022 - Composite Scores Kindergarten - In the fall, 39% of students scored Core or Core [^]. At the end of the year, 85% of students scored Core or Core[^]

DIBELS 2021-2022- Composite Scores 1st Grade - In the fall, 67% of students scored Core or Core [^]. In the spring, 85% scored Core or Core[^].

Challenges

Pennsylvania State Assessment - Mathematics - In 2021, 17.6% of students with disabilities were Proficient or Advanced. That is below the interim target of 30%.

Pennsylvania State Assessments - English Language Arts - 54% of economically disadvantaged students were Proficient or Advanced which exceeds the interim goal of 52.7%

PSSA -English Language Arts/Literature - Percentage of students Proficient or Advanced is 61% which is less than the interim target of 67.6%

DIBELS 2nd Grade - 20.4% of students scored Intensive in ORF.

DIBELS 3rd Grade - 35% of off-level students off-level 3rd grade students scored Intensive in ORF.

iReady Math Diagnostic 2021-22 - In the spring, 58% of second grade students scored Tier 1 Overall.

iReady Math Diagnostic 2021-22 - In the spring, 67% of first grade students scored in Tier 1 in Numbers & Operations.

iReady Math Diagnostic 2021-22 - In the spring, 69% of third grade students scored in Tier 1 in Numbers & Operations.

Pennsylvania State Assessments - Science -Grade 4. The percentage of students Proficient or Advanced decreased from

Strengths

iReady Reading Diagnostic 2021-2022 - In the fall, 37% of students in K-4 scored Tier 1. At the end of the year, 72% of students scored Tier 1.

iReady Math Diagnostic 2021-2022 - In the fall, 22% of students in K-4 scored Tier 1. At the end of the year, 70% of students scored Tier 1.

Pennsylvania State Assessments - Science - Grade 4 - Nature of Science - 77.9% of students were Proficient or Advanced which exceeds the statewide average of 63.7%.

Grades 3 & 4 completes 2 pieces of evidence in each grade, standard specific to contribute to the 6 pieces of evidence reported in 5th grade. This is standardized by grade level in the district.

Challenges

2018.

N/A

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>PSSA -English Language Arts/Literature - Percentage of students Proficient or Advanced is 61% which is less than the interim target of 67.6%</p>		
<p>iReady Math Diagnostic 2021-22 - In the spring, 58% of second grade students scored Tier 1 Overall.</p>	<p>- Timing of curriculum instruction. In the past, Geometry is a unit taught at the end of the year. Second grade taught Geometry at the beginning of the review. Lack of review and time between units could be a factor.</p>	
<p>Although this showed as a strength, this area could use some focusing: Continuously monitor implementation of the school improvement plan and adjust as needed.</p>	<p>Was not specifically addressed on the PD calendar. It was reviewed with staff but was not a priority for review during meetings and data meetings.</p>	
<p>PSSA -English Language Arts/Literature - Percentage of students Proficient or Advanced is 61% which is less than the interim target of 67.6%</p>	<p>In-school learning was interrupted during the Covid 19 pandemic in the spring and fall of 2020.</p>	
<p>DIBELS 2nd Grade - 20.4% of students scored Intensive in ORF.</p>	<p>Majority of reading presented in core instruction is in controlled, decodable texts.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Research based interventions within an MTSS framework

Action Steps	Anticipated Start/Completion Date
Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	09/12/2022 - 10/07/2022
Monitoring/Evaluation	Anticipated Output
iReady Diagnostic Reports DIBELS 8 Assessment Reports	Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.
Material/Resources/Supports Needed	PD Step
Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Login, Chromebooks, DIBELS 8 Assessments, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.	yes

Action Steps**Anticipated Start/Completion Date**

Classroom teachers and MTSS team will analyze data from the universal screeners and identify students' needs and supports. Identify Tier 2 and Tier 3 interventions and student groups.

10/10/2022 - 10/14/2022

Monitoring/Evaluation**Anticipated Output**

iReady Diagnostic Reports DIBELS 8 Assessment Reports

Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00. Materials/Resources/Supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS 8 reports, Title I Reading Specialist paid for with Title I funds as outlined in the District Title I Plan.

no



Action Steps	Anticipated Start/Completion Date
Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	09/12/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
iReady Diagnostic Reports DIBELS 8 Assessment Reports	Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed	PD Step
<p>Total Title I LEA funds distributed among schools is \$ 965,330. Joseph Ferderbar ES Title I allocation is \$ 166,995.00.</p> <p>Materials/Resources/Supports needed to carry out this action step are: Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan, Supplemental academic materials for intervention support paid for with Title I funds as outlined in the District Title I Plan, Hand 2 Mind Math Toolkits paid for with past Title I funds, iReady Tools for Instruction, iReady My Path, and Bridges in Mathematics.</p>	yes



Action Steps	Anticipated Start/Completion Date
Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.	09/12/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
iReady Diagnostic Reports DIBELS 8 Assessment Reports	Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed	PD Step
<p>Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00.</p> <p>Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist and Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan. The following intervention components are paid for with Title I funds as outlined in the District Title I Plan: Reading Horizons software; Read Naturally Fluency, Word Warm Ups, One Minute Readers; and Sound City. The following intervention components paid for with past Title I funds: Reading Horizons Intervention kits and supplemental academic materials for intervention support. Other intervention resources include Magnetic Reading and Reading A to Z.</p>	yes

Action Plan: Research based interventions within a MTSS framework

Action Steps**Anticipated Start/Completion Date**

Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.

09/12/2022 - 10/07/2022

Monitoring/Evaluation**Anticipated Output**

iReady Diagnostic Reports DIBELS 8 Assessment Reports

Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed**PD Step**

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yes



Action Steps**Anticipated Start/Completion Date**

Classroom teachers and MTSS team will analyze data from the universal screeners and identify students' needs and supports. Identify Tier 2 and Tier 3 interventions and student groups.

10/10/2022 - 10/14/2022

Monitoring/Evaluation**Anticipated Output**

iReady Diagnostic Reports DIBELS 8 Assessment Reports

Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed**PD Step**

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no



Action Steps	Anticipated Start/Completion Date
Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	09/12/2022 - 06/15/2023
Monitoring/Evaluation	Anticipated Output
iReady Diagnostic Reports DIBELS 8 Assessment Reports	Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.
Material/Resources/Supports Needed	PD Step
<p>Total Title I LEA funds distributed among schools is \$965,330. Joseph Ferderbar ES Title I allocation is \$166,995.00.</p> <p>Materials/Resources/Supports needed to carry out this action step are: Federal Instructional Assistants paid for with Title I funds as outlined in the District Title I Plan. Supplemental academic materials for intervention support paid for with Title I funds as outlined in the District Title I Plan. Hand 2 Mind Math Toolkits paid for with past Title I funds. iReady Tools for Instruction, iReady My Path, Bridges in Mathematics</p>	yes



Action Steps	Anticipated Start/Completion Date
Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.	09/12/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
iReady Diagnostic Reports DIBELS 8 Assessment Reports	Students will make growth on iReady Ready and Math Diagnostics and DIBELS 8 assessments.

Material/Resources/Supports Needed	PD Step
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within an MTSS framework	Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.	09/12/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			-
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			10/07/2022
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within an MTSS framework	Implement math supports for off-level students in grades K-4 using Tier 2 evidence-based interventions.	09/12/2022
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			-
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			06/15/2023
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth	Research	Implement	09/12/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>on the iReady Reading Diagnostic. (iReady Reading Diagnostic)</p> <p>The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)</p> <p>By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)</p>	<p>based interventions within an MTSS framework</p>	<p>reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.</p>	<p>-</p> <p>06/15/2023</p>
<p>By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)</p> <p>The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)</p> <p>By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)</p>	<p>Research based interventions within a MTSS framework</p>	<p>Administer the universal screeners, iReady Reading and iReady Math to all students in K-4. Administer DIBELS 8 to all students in K-2 and off-level students in 3rd and 4th grade.</p>	<p>09/12/2022</p> <p>-</p> <p>10/07/2022</p>
<p>By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)</p> <p>The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)</p>	<p>Research based interventions within a MTSS</p>	<p>Implement math supports for off-level students in grades K-4 using Tier 2 evidence-</p>	<p>09/12/2022</p> <p>-</p> <p>06/15/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)	framework	based interventions.	
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Reading Diagnostic. (iReady Reading Diagnostic)	Research based interventions within a MTSS framework	Implement reading supports for off-level students in grades K-4 using Tier 2 and Tier 3 evidence-based interventions.	09/12/2022 - 06/15/2023
The percentage of students in Core on the DIBELS 8 Composite will increase from the beginning of the year in K-2 (DIBELS 8 Composite)			
By the end of the year, 70% of students in K-4 will meet 100% of their Typical Growth on the iReady Math Diagnostic. (iReady Math Diagnostic)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS 8 Assessment Training	New classroom teachers in K-2, new special education teachers	How to administer DIBELS 8

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher observation	08/29/2022 - 09/09/2022	Jennifer Pinson, Reading Specialist Pam Haggerty, Title I Reading Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Math Intervention Supports	Federal Instructional Assistants	Bridges in Mathematics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher observation	09/12/2022 - 10/14/2022	Lisa Eckelmeyer, MTSS Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Implement reading supports for off-level students in K-4 using Tier 2 and Tier 3 evidence-based interventions	Reading Specialists and Federal Instructional Assistants	Reading Horizons Read Naturally Sound City Just Words

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher observation	08/29/2022 - 06/15/2023	Kim Maurizi, Title I Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Principal will communicate the Plan to all Stakeholders	Review of PA Future Ready Index for Ferderbar Review of the Ferderbar Title I Plan	School	Teachers	8/30/2022
		Newsletter	Instructional	-
		Staff	Assistants	06/17/2023
		Meeting	Parents	
		PTO Meeting	Community Members	
The Principal will communicate an End of the Year Progress Update, of the Plan Implementation, to all Stakeholders	Review of the Title I Plan Review of all available Data Data Celebrations Areas that Need Additional Support in order to achieve our Plan Goals Stakeholders will be provided with the opportunity to provide feedback on the plan	School	Teachers	6/01/2022
		Newsletter	Instructional	- 7/01/2022
		Staff	Assistants	
		Meeting	Parents	
		PTO Meeting	Community Members	

