

**East Derry El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
East Derry Elementary School		111444602/6261
<b>Address 1</b>		
2316 Back Maitland Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lewistown	PA	17044
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Vance Varner		vsv55@mcsdk12.org
<b>Principal Name</b>		
D. Robert Reeder, III		
<b>Principal Email</b>		
drr47@mcsdk12.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-543-5615		1601
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
N/A		N/A

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
D. Robert Reeder, III	Principal	MCSD/East Derry Elementary	drr47@mcsdk12.org
Catrina Breneman	Title I Teacher	MCSD/East Derry Elementary	cjb48@mcsdk12.org
Sierra Hassinger	Title I Teacher	MCSD/East Derry Elementary	slc34@mcsdk12.org
Gina Wortman	Title I Teacher	MCSD/East Derry Elementary	gnw56@mcsdk12.org
Jill Hartsock	Title I Teacher	MCSD/East Derry Elementary	jni04@mcsdk12.org
Jessica Treaster	School Counselor	MCSD/East Derry Elementary	jmt24@mcsdk12.org
Kaytlin Clark	School Psychologist	MCSD/East Derry Elementary	kfc04@mcsdk12.org
Sandra Aurand	Special Education Teacher	MCSD/East Derry Elementary	sra06@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Danielle Hostetler	Home & School Association	East Derry Elementary Home & School	daniellehostetler22@gmail.com
Kasey Swineford	Parent	East Derry Parent	kls49@mcsdk12.org
Frank Miller	Federal Programs Coordinator	MCSD	fwm28@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Megan Kahley	Community Member	Community Representation	kahleymegan@aol.com
Erica Ruble	Teacher	MCSD/East Derry Elementary	elf07@mcsdk12.org

## Vision for Learning

### **Vision for Learning**

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state, and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi-Tiered System of Support. We model the "Twelve Traits of Character," embrace diversity, and expect students to demonstrate respectful, responsible, ready, and safe behaviors. We believe children need a positive, nurturing environment; therefore, we will build relationships among students, families, staff, and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	False 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
82.0% of students met the regular attendance performance standard	Statewide average of regular attendance is 73.9%
44.1 % of students were proficient or advanced on the 2023 Math PSSA.	Statewide average on Math PSSA is 38.3%.
54.4 % of students were proficient of advanced on the 2023 ELA PSSA.	Statewide average on ELA PSSA is 54.5%

### Challenges

Indicator	Comments/Notable Observations
54.4% of All Student Group were Proficient or Advanced on the 2023 ELA PSSA	Statewide 2033 Goal is 81.1% and the Statewide Average is 54.5%
82.0% of All Student Groups with Regular Attendance	Statewide 2033 Goal is 94.1%

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<p><b>Indicator</b> 44.1 % of students were proficient or advanced on the 2023 Math PSSA.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> This group is meeting the interim goal. This subgroup is close to the overall school attendance and the statewide average.</p>
<p><b>Indicator</b> 40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2023 ELA PSSA 21.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> Increase of 19.0% of third grade Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2022 to 2023. Still performing under statewide averages and projected 2033 statewide goal.</p>

**Challenges**

<p><b>Indicator</b> Out of the 5.1% Advanced on the 2022 ELA PSSAs, 3.1% of them were Economically Disadvantaged students.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.</p>
<p><b>Indicator</b> Out of the 15.3% Advanced on the 2022 Mathematics PSSAs, 6.3% of them were Economically Disadvantaged students.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.</p>
<p><b>Indicator</b> 82.0% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 78.1% Students with Disabilities Regular Attendance is 68.6%</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Economically Disadvantaged student group Regular Attendance is 3.9% lower than the All Student group. Students with Disabilities student group Regular Attendance is 13.4% lower than the All Student group.</p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

85.5 percent of students meet the regular attendance performance standard.
47.5 percent of students were proficient or advanced on the 2022 Math PSSA.

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

5.1% of All Student Group were Advanced on 2022 ELA PSSA.
62.7% of All Student Group were Basic/Below Basic on the 2022 ELA PSSA.
52.5% of students are Basic/Below Basic on the 2022 Math PSSA.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	74% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase off 26% from the Fall screening
Acadience Grade 1	56% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase off 8% from the Fall screening
Acadience Grade 2	60% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Decrease off 10% from the Fall screening
Acadience Grade 3	64% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase off 9% from the Fall screening

### English Language Arts Summary

#### Strengths

Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.
SLD/RTI determination for ELA in practice at EDES.
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.

#### Challenges

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.
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### Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	53.3% of students "Met Target" on Spring Screen. Increase of 48.5% from Fall Screen.
Spring Math Grade 1	12.7% of students "Met Target" on Spring Screen. Increase of 1.0% from Fall Screen.
Spring Math Grade 2	4.3% of students "Met Target" on Spring Screen. Increase of .5% from Fall Screen.
Spring Math Grade 3	2% of students "Met Target" on Spring Screen. Increase of .5% from Fall Screen.

### Mathematics Summary

#### Strengths

EDES Title I teachers provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework

#### Challenges

Students get stuck on one skill for an extended period of time.
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Teachers are still working on implementing all components of the lesson with fidelity.
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A
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Challenges

N/A
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
<p>Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.</p>	<p>After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class. Challenges faced would specifically be making time for the Career Cruising program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Career Cruising program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.</p>

### Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

True Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

The interface and platform have changed, making for better use for our staff and students.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2023 ELA PSSA 21.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA	Economically Disadvantaged students 14.0% below the All Student Group but an increase of 19.0% Economically Disadvantaged Students Advanced/Proficient from 2022 to 2023
31.8% of Economically Disadvantaged students were Advanced/Proficient on the 2023 Math PSSA 25.0% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA	Economically Disadvantaged students 12.3% below the All Student Group but an increase of 6.8% Economically Disadvantaged Students Advanced/Proficient from 2022 to 2023

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations

White	54.4% of All Student group in comparison to 55.2% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity
White	44.1% of All Student group in comparison to 44.8% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

54.4% of All Student group in comparison to 55.2% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity
44.1% of All Student group in comparison to 44.8% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2023 ELA PSSA
31.8% of Economically Disadvantaged students were Advanced/Proficient on the 2023 Math PSSA

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs.

**Challenges**

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Continuously monitor implementation of the school improvement plan and adjust as needed
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
85.5 percent of students meet the regular attendance performance standard.	False
47.5 percent of students were proficient or advanced on the 2022 Math PSSA.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	False
SLD/RTI determination for ELA in practice at EDES.	False
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.	False
44.1% of All Student group in comparison to 44.8% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity	False
EDES Title I teachers provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
The interface and platform have changed, making for better use for our staff and students.	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	True
Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
54.4% of All Student group in comparison to 55.2% of White Student group were Advanced/Proficient on 2023 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity	False
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Identify and address individual student learning needs.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True



Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
N/A	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
52.5% of students are Basic/Below Basic on the 2022 Math PSSA.	True
5.1% of All Student Group were Advanced on 2022 ELA PSSA.	True
62.7% of All Student Group were Basic/Below Basic on the 2022 ELA PSSA.	False
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	True
Students get stuck on one skill for an extended period of time.	False
Teachers are still working on implementing all components of the lesson with fidelity.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False
40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2023 ELA PSSA	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
N/A	False
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
31.8% of Economically Disadvantaged students were Advanced/Proficient on the 2023 Math PSSA	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.	False

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. 2023 PSSA results released by PDE reports 54.4% of our third grade students scored at the advanced/proficient level in English Language Arts. Increase of 17.1% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2022 to 2023 44.1% of All Student group were Advanced/Proficient on 2023 Math PSSA. Statewide average is 38.3%.

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. EDES teachers use these resources with fidelity.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
52.5% of students are Basic/Below Basic on the 2022 Math PSSA.	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and interventions to provide a clear path to math achievement for every student. 2024-25 pilot of multiple math series for purchase and implementation in the 2025-26 school year.	True
5.1% of All Student Group were Advanced on 2022 ELA PSSA.	Implementation of tiered differentiated instruction for all students to ensure more students will score advanced.	True
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	Implementation of Heggerty, Early Reading Intervention (ERI), and explicit phonics instruction	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Core Phonic Screener, Acadience, Spring Math)
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	MCSD continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook recently rewritten with PaTTAN (Dr. Collins) during the summer of 2023.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Program Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan.
Identify and address individual student learning needs.	Monthly and quarterly school psychologist/guidance/Title I staff/classroom educator data meetings to determine needs of individuals based on the needs shown in local assessments in the classroom.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements

	EDES will continue implementation of the Spring Math interactive platform to combine streamlined tools for assessing, reporting, and intervention to provide a clear path to make achievement for every student. 2024-25 pilot of multiple math series for purchase and implementation during the 2025-26 school year.
	Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.

## Goal Setting

Priority: Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Acadience Reading Composite/Tier I			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By November 1, 2024, 40% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2025, 50% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2025, 60% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2025, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Priority: EDES will continue implementation of the Spring Math interactive platform to combine streamlined tools for assessing, reporting, and intervention to provide a clear path to make achievement for every student. 2024-25 pilot of multiple math series for purchase and implementation during the 2025-26 school year.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 1, 2025, 70% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Spring Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By November 2, 2024, 20% of EDES K-3 students will have 'Met Target' based on the Spring Math School Overview.	By January 30, 2025, 50% of EDES K-3 students will have 'Met Target' based on the Spring Math School Overview.	By March 30, 2025, 50% of EDES K-3 students will have 'Met Target' based on the Spring Math School Overview.	By June 1, 2025, 70% of EDES K-3 students will have 'Met Target' based on the Spring Math School Overview.



## Action Plan

### Measurable Goals

Acadience Reading Composite/Tier I	Spring Math
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### Action Plan For: Heggerty Phonemic Awareness

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2024-08-26	2025-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten & Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience PSF and FSF for K and 1 students.	Acadience Data BOY/MOY/EOY

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.</li> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

Action Step		Anticipated Start/Completion Date	
EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		2024-08-26	2025-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kaylin Clark - School Psychologist Jessica Treaster - School Counselor Rob Reeder - Principal Victoria Matthey - Assistant Principal Title I Staff	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Decrease in the number of students who need Tier II and Tier III levels of support.	Frequent and direct monitoring and charting student response to interventions
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### Action Plan For: PBIS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.</li> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

Action Step		Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students.		2024-08-26	2025-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team - Including, Jessica Treaster, Abby Henry, Brooke Daubert, Victoria Matthey, Carrie Stuftt, Rob Reeder	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	Skward major and minor behavior referrals will be reviewed on a marking period basis.

### Action Plan For: Spring Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.</li> </ul>

Action Step		Anticipated Start/Completion Date	
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2024-08-26	2025-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom Teachers Title I Teaching Staff Building Substitute Teacher	Federal Funds will support Spring Math Assessment	Yes	



<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Class-wide and individual interventions groups developed for students	Fall, Winter and Spring Assessments during scheduled data analysis PD time.

### Action Plan For: Early Reading Intervention

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on Acadience DCS at BOY and MOY.		2024-08-26	2025-06-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Title I Teaching Staff; Jill Hartsock Sierra Hassinger Gina Wortman Katrina Brenneman	Federal Funds will support Early Reading Intervention Kits/Title I Reading Specialists.	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data

### Action Plan For: University of Florida Literacy Institute (UFLI)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.		2024-08-26	2025-06-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
K-2 Classroom Teachers Rob Reeder- Principal Victoria Matthey - Assistant Principal	UFLI	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data BOY/MOY/EOY

### Action Plan For: Language Essentials for Teachers of Reading and Speech (LETRS)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 1, 2025, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2024-08-26	2025-06-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Rob Reeder - Principal Victoria Matthey - Assistant Principal Steven DeArment - Chief Academic Officer	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training Resources. TIU 11 Professional Development Facilitators for LETRS Units of Study.	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in number of grade 3 students scoring advanced or proficient on the ELA PSSA.	2024 Grade 3 ELA PSSA results.

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness</li> <li>• MTSS</li> <li>• PBIS</li> <li>• Spring Math</li> <li>• Early Reading Invention</li> <li>• University of Florida Literacy Institute (UFLI)</li> <li>• Language Essentials for Teachers of Reading and Speech (LETRS)</li> </ul>	4 Title I Reading/Math Teacher Salary/Benefits	394010
Instruction	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness</li> <li>• MTSS</li> <li>• PBIS</li> <li>• Spring Math</li> <li>• Early Reading Invention</li> <li>• University of Florida Literacy Institute (UFLI)</li> <li>• Language Essentials for Teachers of Reading and Speech (LETRS)</li> </ul>	Camp on the Way to Kindergarten Salary/Benefits	12500
Other Expenditures	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness</li> </ul>	MTSS Supplies	96865

	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• PBIS</li> <li>• Spring Math</li> <li>• Early Reading Intervention</li> <li>• University of Florida Literacy Institute (UFLI)</li> <li>• Language Essentials for Teachers of Reading and Speech (LETRS)</li> </ul>		
Other Expenditures	<ul style="list-style-type: none"> <li>• Language Essentials for Teachers of Reading and Speech (LETRS)</li> </ul>	LETRS for Admin Professional	0
Total Expenditures			503375

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students.
Spring Math	K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.
Language Essentials for Teachers of Reading and Speech (LETRS)	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.

### Language Essentials for Teachers of Reading and Spelling (LETRS) - Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.</li> </ul>		
<b>Audience</b>		
K-3 Regular Education, Special Education, Title I Teachers and Administrators		
<b>Topics to be Included</b>		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources		
<b>Evidence of Learning</b>		
Completion of units of study for Volumes I and Volume II		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Steven DeArment - Chief Academic Officer Frank Miller - Federal Programs Coordinator TIU 11 Professional Development Facilitators for LETRS Units of Study.	2024-07-01	2025-06-30

### Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2024-2025 School Year Units 5-8 2024-2025 School Year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1e: Designing Coherent Instruction</li> <li>4a: Reflecting on Teaching</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1f: Designing Student Assessments</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

Language and Literacy Acquisition for All Students
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**MTSS/Problem Solving Team Meetings**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model</li> </ul>		
<b>Audience</b>		
EDES K-3 Teachers, Title I, Special Education, Psychologist, Guidance Counselor, Principal, Assistant Principal		
<b>Topics to be Included</b>		
Monitor student progress in all Tiers with analysis of Acadience, Core Phonics Screener and Spring Math. Discuss and strengthen core instruction and Tier I resources used in K-3 classrooms Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
<b>Evidence of Learning</b>		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Kaytlin Clark - School Psychologist Rob Reeder - Principal Victoria Matthey - Assistant Principal Title I Teaching Staff	2024-07-01	2025-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1f: Designing Student Assessments</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4c: Communicating with Families</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

**PBIS**

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students.</li> </ul>

<b>Audience</b>		
PBIS Building Coaches and Core Team		
<b>Topics to be Included</b>		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
<b>Evidence of Learning</b>		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at EDES		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
EDES PBIS Core Team	2024-07-01	2025-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3a: Communicating with Students</li> <li>• 3c: Engaging Students in Learning</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2d: Managing Student Behavior</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4c: Communicating with Families</li> <li>• 2c: Managing Classroom Procedures</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Spring Math

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.</li> </ul>		
<b>Audience</b>		
1-3 Classroom Teachers		
<b>Topics to be Included</b>		
Observation and Coaching to better use the Spring Math program with fidelity at EDES		
<b>Evidence of Learning</b>		
Increase in the fidelity and student assessment results using the Spring Math program		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
TIU Coaches/Personnel	2024-08-26	2025-06-03

## Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 3d: Using Assessment in Instruction</li><li>• 4a: Reflecting on Teaching</li><li>• 1d: Demonstrating Knowledge of Resources</li><li>• 1f: Designing Student Assessments</li><li>• 3e: Demonstrating Flexibility and Responsiveness</li><li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	



## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>• MCSD School Plans Affirmation Statement 2024.pdf</li></ul>

Chief School Administrator	Date
Vance S. Varner	2024-08-27
Building Principal Signature	Date
D. Robert Reeder, III	2024-07-31
School Improvement Facilitator Signature	Date