

## **EAST DERRY EL SCH**

2316 Back Maitland Rd

Schoolwide Title 1 School Plan | 2021 - 2022

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### **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.

## STEERING COMMITTEE

Name	Position	Building/Group
Kelly Campagna	Principal	MCSD/East Derry Elementary
Catrina Breneman	Title I Teacher	MCSD/East Derry Elementary
Sierra Hassinger	Title I Teacher	MCSD/East Derry Elementary
Gina Wortman	Title I Teacher	MCSD/East Derry Elementary
Jill Hartsock	Title I Teacher	MCSD/East Derry Elementary
Heather Baney	School Counselor	MCSD/East Derry Elementary
Rebecca Erney	School Psychologist	MCSD/East Derry Elementary
Marcia Larson	Regular Education Teacher	MCSD/East Derry Elementary
Mikala Smith	Special Education Teacher	MCSD/East Derry Elementary
Kevin O'Donnell	Coordinator of Curriculum, Professional Development and Assessment	MCSD
Cherie Moyer	Home & School Association	East Derry Elementary Home & School
Gayle Moyer	Parent	East Derry Parent
Frank Miller	Federal Programs Coordinator	MCSD

**Name**

**Position**

**Building/Group**

James Estep

Chief School Administrator

MCSD

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
East Derry Elementary will continue with implementation of the Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	Mathematics
East Derry Elementary will continue with the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	English Language Arts
East Derry Elementary will continue with Implementation of Heggerty, Early Reading Intervention (ERI), and explicit phonics instruction (West Virginia Phonics).	Early Literacy

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Heggerty Phonemic Awareness	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels

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

from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Title I/Acadience  
Reading Composite

By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Kindergarten and Grade 1 teachers will continue to Heggerty Phonemic Awareness into daily curriculum.

2021-08-26 -  
2022-06-01

Kindergarten/Grade 1  
Classroom Teachers

Heggerty Phonemic  
Awareness Curriculum

**Anticipated Outcome**

PSF and FSF

**Monitoring/Evaluation**

DIBELS Acadience Data

**Evidence-based Strategy**

MTSS

**Measurable Goals**

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Spring Math	By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.
Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.
Title I/Acadience Reading Composite	By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
EDES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model	2021-08-26 - 2022-06-03	Kelly Campagna/Principal	Universal Screeners/Evidence Based Interventions/ Standards Based Core Curriculum/Intervention Teacher

<b>Anticipated Outcome</b>
Decrease in the number of students who need Tier II and Tier III levels of support.

<b>Monitoring/Evaluation</b>
Frequent and direct monitoring and charting student response to intervention.

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## Evidence-based Strategy

PBIS

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Spring Math

By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Benchmark Assessment System

By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Title I/Acadience Reading Composite

By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

### Action Step

### Anticipated

### Start/Completion

### Lead

### Person/Position

### Materials/Resources/Supports

### Needed

PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.

2021-08-26 -  
2022-06-03

Vicki Matthey,  
Heather Baney -  
Coaches

PBIS Handbook/funding for  
PBIS rewards and  
celebrations

## Anticipated Outcome

Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will will lead to a reduction of minor and major behavioral referrals.

### Monitoring/Evaluation

Skyward major and minor behavior referrals will be reviewed on a monthly basis.

### Evidence-based Strategy

Spring Math

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.	2021-08-26 - 2022-06-03	Jill Hartsock - Tittle 1 Teacher	Spring Math Assessment

### Anticipated Outcome

Class-wide and individual interventions groups developed for students



## Monitoring/Evaluation

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

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### Evidence-based Strategy

1:1 Technology Initiative

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.
Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.
Title I/Acadience Reading Composite	By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A lack of technology devices and internet accessibility impacted	2021-08-26 -	Doug	Laptops/iPads/wireless

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	2022-06-03	Cunningham/Director of Technology	access points

**Anticipated Outcome**  
 A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.

**Monitoring/Evaluation**  
 Laptops/iPads will be purchased to meet a 1:1 ratio in the district.

**Evidence-based Strategy**  
 After School and Summer Tutoring

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

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Title I/Acadience Reading Composite	By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	2021-03-01 - 2024-06-03	Kelly Campagna/Principal	Tutors/Intervention Resources/Transportation

Anticipated Outcome
Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.

Monitoring/Evaluation
Review of the total number of students attending after-school and summer school tutoring.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)	MTSS	EDES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model	08/26/2021 - 06/03/2022
By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)			
By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)	PBIS	PBIS Ready, Responsible,	08/26/2021
By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)		Respectful and Safe expectations modeled to all students. Each grade level will	-
By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)		take a turn planning quarterly celebrations.	06/03/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)	1:1 Technology Initiative	A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated	08/26/2021
By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)			-
By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)			06/03/2022

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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instruction.

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## 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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

Kelly T. Campagna

2021-08-16

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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67.2% of All Student Group were Advanced/Proficient on 2019 ELA PSSA.

68.6% of Economically Disadvantaged met or exceeded the interim goal on the 2019 ELA PSSAs.

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.

69.4% of White Student group met or exceeded the interim goal on the 2019 ELA PSSAs. This is an increase from the previous year. All other race/ethnicity subgroups had an insufficient sample and could not be reported. This indicates equity in our

### Challenges

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52.2% of All Student Group were Basic/Below Basic on 2019 Mathematics PSSAs.

32.8% of All Student Group were Basic/Below Basic on 2019 ELA PSSAs.

Due to COVID 19 we do not have 2020 PSSA data to analyze as a building.

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.

68.6% of Economically Disadvantaged students met or exceeded the interim goal on the 2019 ELA PSSAs.

51.4% of Economically Disadvantaged students met or exceeded the interim goal on the 2019 Mathematics PSSAs.

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## Strengths

performance of race/ethnicity subgroups.

48.4% of White Student group met or exceeded the interim goal on the 2019 Mathematics PSSAs. This is an increase from the previous year. All other race/ethnicity subgroups had an insufficient sample and could not be reported. This indicates equity in our performance of race/ethnicity subgroups.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Implement a multi-tiered system of supports for academics and behavior.

Monitor and evaluate the impact of professional learning on staff practices and student learning

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Monthly MTSS team meetings to analyze data and develop

## Challenges

2020 PSSA data not available to analyze due to COVID 19 pandemic.

Economically disadvantaged students did not have adequate internet access and reliable technology to fully participate in remote learning throughout the throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year.

Provide frequent, timely, and systematic feedback and support on instructional practices

Deficit in phonics skills have created an "inverted" triangle of students who are likely in need of strategic or intensive support in Grade 1.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

## Strengths

intervention groups based on an MTSS framework.

Use of Benchmark Assessment System in combination with Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.

Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.

Heggerty, ERI, Phonics for Reading, LLI, 95% Group, Edmark, Six Minute Solution, Emergent Reader Serie have been added as supplemental resources. EDES teachers continues to use these resources with fidelity.

PaTTAN consultant providing ongoing support to analyze Spring Math data and develop internal Spring Math coaching support.

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 MTSS team meetings to analyze data and develop intervention groups based on the MTSS framework.

## Challenges

Students get stuck on one skill for an extended period of time.

Teachers are still working on implementing all components of the lesson with fidelity.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

N/A

## Strengths

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Implementation of guided math instruction to target skill deficits.

N/A

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## Most Notable Observations/Patterns

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Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. Nearly 1/3 of the population in ELA and 1/2 of the population in Mathematics is not performing proficient or advanced on these assessments. Knowing that reading proficiency at the 3rd grade level is an indicator of success later in life, we need to strive for ongoing improvement. Our Acadience data indicates a deficit in phonics skills have created an "inverted triangle" of students who are likely in need of strategic or intensive support in Grade 1. BAS data indicates students have made growth from BOY to MOY but many students are still well below the recommended level for their respective grade. COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction. A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

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## Challenges

## Discussion Point

## Priority for Planning

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52.2% of All Student Group were Basic/Below Basic on      Implementation of Spring Math interactive platform to

Challenges	Discussion Point	Priority for Planning
2019 Mathematics PSSAs.	combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	
32.8% of All Student Group were Basic/Below Basic on 2019 ELA PSSAs.	With the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	
Deficit in phonics skills have created an "inverted" triangle of students who are likely in need of strategic or intensive support in Grade 1.	Implementation of Heggerty, Early Reading Intervention (ERI), and explicit phonics instruction (West Virginia Phonics)	
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	ESSER funds will be used to support an intensive afterschool and summer school tutoring program for the 2021-2022 school year.	
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will	ESSER funds will be used to make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction for the 2021-2022 school year.	

**Challenges****Discussion Point****Priority for Planning**

make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

Economically disadvantaged students did not have adequate internet access and reliable technology to fully participate in remote learning throughout the throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year.

ESSER funds will be used to make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction for the 2021-2022 school year.



## ADDENDUM B: ACTION PLAN

### Action Plan: Heggerty Phonemic Awareness

Action Steps	Anticipated Start/Completion Date
Kindergarten and Grade 1 teachers will continue to Heggerty Phonemic Awareness into daily curriculum.	08/26/2021 - 06/01/2022
Monitoring/Evaluation	Anticipated Output
DIBELS Acadience Data	PSF and FSF
Material/Resources/Supports Needed	PD Step
Heggerty Phonemic Awareness Curriculum	no
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## Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
EDES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Frequent and direct monitoring and charting student response to intervention.	Decrease in the number of students who need Tier II and Tier III levels of support.
Material/Resources/Supports Needed	PD Step
Universal Screeners/Evidence Based Interventions/ Standards Based Core Curriculum/Intervention Teacher	yes
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## Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.	08/26/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Skyward major and minor behavior referrals will be reviewed on a monthly basis.	Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.

Material/Resources/Supports Needed	PD Step
PBIS Handbook/funding for PBIS rewards and celebrations	yes

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## Action Plan: Spring Math

### Action Steps

### Anticipated Start/Completion Date

K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.

08/26/2021 - 06/03/2022

### Monitoring/Evaluation

### Anticipated Output

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Class-wide and individual interventions groups developed for students

### Material/Resources/Supports Needed

### PD Step

Spring Math Assessment

no



## Action Plan: 1:1 Technology Initiative

Action Steps	Anticipated Start/Completion Date
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Laptops/iPads will be purchased to meet a 1:1 ratio in the district.	A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.
Material/Resources/Supports Needed	PD Step
Laptops/iPads/wireless access points	yes
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## Action Plan: After School and Summer Tutoring

Action Steps	Anticipated Start/Completion Date
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	03/01/2021 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
Review of the total number of students attending after-school and summer school tutoring.	Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.
Material/Resources/Supports Needed	PD Step
Tutors/Intervention Resources/Transportation	no
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)</p> <p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas &amp; Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)</p>	MTSS	EDES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model	08/26/2021 - 06/03/2022
<p>By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)</p> <p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas &amp; Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)</p>	PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.	08/26/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 1, 2022, 75% of East Derry Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. (Spring Math)	1:1 Technology Initiative	A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	08/26/2021 - 06/03/2022
By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)			
By June 1, 2022, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Title I/Acadience Reading Composite)			



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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Coaches Training	PBIS Coaches	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at EDES.	08/26/2021 - 06/03/2022	Vicki Mattery, Heather Baney/Building PBIS Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
MTSS (Team Meetings)	EDES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, Assistant Principal	Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.	08/26/2021 - 06/03/2022	Kelly Campagna/Prinipal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
1:1 Technology Initiative	EDES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, Assistant Principal	Adobe Acrobat & Snipping Tool Google Drive Google Docs and google Drawing Google Slides and Virtual Museums Google Forms and Virtual Breakouts SeeSaw Google Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of Act 80 day course and related assignment of artifact that will be used in a future lesson.	08/26/2021 - 06/03/2022	Dr. Kevin O'Donnell/Chief of Academics

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
Morning Meetings	EDES K-3 Teachers, Title I, Integration Teachers, Special Education, Specialists, Principal, Assistant Principal	District mental health team provides guidance and resources on how to run and effective morning meeting to meet the social emotional needs of students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Daily implementation of Morning Meetings.	08/26/2021 - 06/03/2022	Classroom Teachers

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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3a: Communicating with Students

Trauma Informed Training (Act 18)

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

2a: Creating and Environment of Respect and Rapport

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Federal Programs Coordinator will review Title I school-wide plans with MCSD Local Advisory Committee.	Schoolwide plans will be reviewed and feedback for revisions will be solicited at the Mifflin County School District Local Advisory Council meeting.	Meeting	Local Advisory Committee (Representation of all stakeholders in MCSD)	May 6, 2021 September 16, 2021 November 4, 2021 February 5, 2022
Annual Schoolwide Plan Review with Parents prior to start of September Parent School Association (PSA) meeting.	Annual Schoolwide Plan Review with Parents	Meeting	East Derry Elementary Parents and Guardians	September 2021
Annual Schoolwide Plan review with EDES Faculty	Annual Schoolwide Plan review with EDES Faculty	Faculty Meeting	EDES Faculty	May 2021

