

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
D. Robert Reeder, III	Principal	MCSD/East Derry Elementary	dr47@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
Heather Baney	School Counselor	MCSD/East Derry Elementary	hmb03@mcsdk12.org
Rebecca Erney	School Psychologist	MCSD/East Derry Elementary	rle37@mcsdk12.org
Mikala Smith	Special Education Teacher	MCSD/East Derry Elementary	mks28@mcsdk12.org
Stephen DeArment	Coordinator of Curriculum, Professional Development and Assessment	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

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

Strengths

Indicator 81.2% of Economically Disadvantaged students met the interim goal for attendance. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This group is meeting the interim goal. This subgroup is close to the overall school attendance and the statewide average.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator 81.2% of Economically Disadvantaged students met the interim goal for attendance. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This group is meeting the interim goal. This subgroup is close to the overall school attendance and the statewide average.
Indicator ESSA Student Subgroups	Comments/Notable Observations

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-1	80% of K-1 students are performing at or above the 26th percentile on their Reading Composite Score. This is an increase on 2021-2022.
Benchmark Assessment System Grade K-3	215/256 or 84% of all K-3 students have either met or exceeded their end of the year Benchmark Assessment System Running Records grade level recommend reading level or have met or exceeded the district's recommended grade level growth.

English Language Arts Summary

Strengths

Monthly MTSS team meetings to analyze data and develop 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, UFLI, Flyleaf Decodable Readers, ERI, Phonics for Reading, 95% Group, I-Ready, Edmark, Six Minute Solution, Emergent Reader Series have been added as supplemental resources. EDES teachers continues to use these resources with fidelity.

Challenges

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

Data	Comments/Notable Observations
Spring Math K-3	2023 Spring Administration 18% of K-3 students have 'Met Target' based on Spring Math School Overview. 2021-2022, 31% of students met target.

Mathematics Summary

Strengths

Implementation of guided math instruction to target skill deficits.
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.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

Implementation of regularly scheduled STEM activities
Embedding STEM standards into Math lessons

Challenges

Amount of instructional time and implementation with fidelity across grade level
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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
21.9% of students of Economically Disadvantaged students were proficient or advanced on the 2022 ELA PSSA.	This is below the statewide average and below all learners at East Derry.
25.0% of Economically Disadvantaged students were proficient or advanced on the 2022 Math PSSA.	This is below the statewide average and below all learners at East Derry.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	37.3% of White Student group were proficient/advanced on the 2022 ELA PSSA. This is below the state average but on par with the All Students Group.
White	47.5% of White Student group were proficient/advanced on the 2022 Math PSSA. This is close to the state-wide average and on par with the All Student Group.

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.

Attendance of Economically Disadvantaged students and White students are on par with the All Student Group and close to the state-wide average.
The White student subgroup had proficient/advanced percentages on par with the All Student group at East Derry.
Economically Disadvantaged students had proficient/advanced scores close to the All Student Group and close to the state-wide average.

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.

Only 21.9% of Economically Disadvantaged students were proficient/advanced on the 2022 ELA 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	Exemplary
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.
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

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
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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.	True
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.	False
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.	False
Heggerty, UFLI, Flyleaf Decodable Readers, ERI, Phonics for Reading, 95% Group, I-Ready, Edmark, Six Minute Solution, Emergent Reader Series have been added as supplemental resources. EDES teachers continues to use these resources with fidelity.	False
Implementation of guided math instruction to target skill deficits.	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
Implementation of regularly scheduled STEM activities	False
Embedding STEM standards into Math lessons	False
Economically Disadvantaged students had proficient/advanced scores close to the All Student Group and close to the state-wide average.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on the MTSS framework.	False
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
Attendance of Economically Disadvantaged students and White students are on par with the All Student Group and close to the state-wide average.	False
The White student subgroup had proficient/advanced percentages on par with the All Student group at East Derry.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True

Implement a multi-tiered system of supports for academics and behavior.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
The interface and platform have changed, making for better use for our staff and students.	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.	True
Deficit in phonics skills have created an "inverted" triangle of students who are likely in need of strategic or intensive support in Grade 1.	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
Amount of instructional time and implementation with fidelity across grade level	False
Only 21.9% of Economically Disadvantaged students were proficient/advanced on the 2022 ELA PSSA.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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. Nearly 2/3 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.

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 interactive platform to combine streamlined tools for assessment, reporting and intervention to provide a clear path to math achievement for all students.	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.	False
62.7% of All Student Group were Basic/Below Basic on the 2022 ELA PSSA.	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.	True
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	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
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. Some examples include the Benchmark Assessment System, Acadience/DIBELS, Quick Phonics Screener, Spring Math, etc.
Implement a multi-tiered system of supports for academics and behavior.	Continue to develop/refine a Multi-Tiered System of Support and ensure fidelity of implementation by all stakeholders through the use of the TIPS-2 model.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Programs 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.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.
	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.
	East Derry Elementary will continue with Implementation of Heggerty, Early Reading Intervention (ERI), and explicit phonics instruction (West Virginia Phonics).

Goal Setting

Priority: Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024 65% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By 11/1/23, 10% of EDES K-3 Students will have "Met Target" based on Spring Math Overview.	By 1/1/24, 25% of EDES K-3 Students will have "Met Target" based on Spring Math Overview.	By 3/30/24, 50% of EDES K-3 Students will have "Met Target" based on Spring Math Overview.	By 6/1/24, 65% of EDES K-3 Students will have "Met Target" based on Spring Math Overview.

Priority: 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.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024 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.			
Measurable Goal Nickname (35 Character Max)			
Benchmark Assessment System			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By 11/1/23, 25% of EDES K-3 students will be reading at their respective grade level (Fountas and 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.	By 1/30/24, 50% of EDES K-3 students will be reading at their respective grade level (Fountas and 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.	By 3/30/24, 75% of EDES K-3 students will be reading at their respective grade level (Fountas and 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.	By 6/1/24, 90% of EDES K-3 students will be reading at their respective grade level (Fountas and 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.

Priority: East Derry Elementary will continue with Implementation of Heggerty, Early Reading Intervention (ERI), and explicit phonics instruction (West Virginia Phonics).

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Title I/Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By 11/1/23, 25% of EDES K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.	By 1/30/24, 50% of EDES K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.	By 3/30/24, 70% of EDES K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.	By 6/1/30, 85% of EDES K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

Action Plan

Measurable Goals

Spring Math	Benchmark Assessment System
Title I/Acadience Reading Composite	

Action Plan For: Spring Math

Measurable Goals:
<ul style="list-style-type: none">By June 1, 2024 65% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start/Completion Date	
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jill Hartsock/Title I Teacher	Federal Funds will support Spring Math Assessment	No	

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

Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
<ul style="list-style-type: none">By June 1, 2024, 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 Date	
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Federal Funds will support Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in phonemic awareness and first sound fluency.	Monthly MTSS meetings to monitor Acadience data and determine students in need of tiered interventions.

Action Plan For: MTSS

Measurable Goals:	
<ul style="list-style-type: none"> By June 1, 2024 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. By June 1, 2024, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. By June 1, 2024 65% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. 	

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		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R. Reeder/Principal	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)
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

Action Plan For: PBIS

Measurable Goals:	
<ul style="list-style-type: none"> By June 1, 2024 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. By June 1, 2024, 85% of East Derry Elementary 1st Grade students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. By June 1, 2024 65% of East Derry Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. 	

Action Step	Anticipated Start/Completion
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		Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Abby Henry/Holly Seby/ PBIS Coaches	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduce both major and minor behavioral referrals, thus creating a better classroom atmosphere	Skward major and minor behavior referrals will be reviewed by PBIS team, teachers, and building administration

Action Plan For: Decodable Readers

Measurable Goals:
<ul style="list-style-type: none"> By June 1, 2024 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. By June 1, 2024, 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 Date	
Implementation of Flyleaf Decodable Literature Library into K-3 small group instruction for targeted students.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R. Reeder/Principal/K-3 classroom teachers	ARP/ESSER funds will be used to purchased complete classroom sets of Flyleaf Decodable Readers for all K-3 classrooms.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of Flyleaf Decodable Literature Library into K-3 small group instruction for targeted students. Acadience ORF will increase Decrease in the number of students who need Tier II and Tier III levels of support. Acadience ORF	Frequent and direct monitoring and charting student response to interventions

Action Plan For: UFLI

Measurable Goals:	
<ul style="list-style-type: none"> By June 1, 2024 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. By June 1, 2024, 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 Date	
University of Florida Literacy Institute Phonics (UFLI) Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R. Reeder/Building Principal K-2 Classroom Teachers	Purchase and implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS student progress monitoring in FSF, PSF, NWF/WWR	Acadience data BOY, MOY, EOY

Action Plan For: Language Essentials for Teachers of Reading and Spelling

Measurable Goals:	
<ul style="list-style-type: none"> By June 1, 2024 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. By June 1, 2024, 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 Date	
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Deveopment		2023-08-07	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R. Reeder/Building Principal Steven DeArment/Chief of Academics All K-3 Regular Education, Special Education and Title I Teachers	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development in conjunction with TIU 11 Staff as facilitators	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in K-3 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart)	Benchmark Assessment System EOY data

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.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Schoolwide Funding)	Amount
4 Title I Reading/Math Teacher Salary/Benefits	<ul style="list-style-type: none">• Spring Math• Heggerty Phonemic Awareness• MTSS• PBIS• Decodable Readers• UFLI• Language Essentials for Teachers of Reading and Spelling	Instruction	376293
Camp on the Way to K Teacher Salary/Benefits	<ul style="list-style-type: none">• MTSS• PBIS	Instruction	9500
Camp on the Way to K Transportation	<ul style="list-style-type: none">• MTSS	Other Expenditures	3000
MTSS Supplies	<ul style="list-style-type: none">• Spring Math• Heggerty Phonemic Awareness• MTSS• PBIS• Decodable Readers• UFLI• Language Essentials for	Instruction	95275

	Teachers of Reading and Spelling			
Total Expenditures				484068

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. Each grade level will take a turn planning quarterly celebrations.
UFLI	University of Florida Literacy Institute Phonics (UFLI) Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.
Language Essentials for Teachers of Reading and Spelling	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Deveopment

LETRS

Action Step		
<ul style="list-style-type: none"> Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Deveopment 		
Audience		
All K-3 Regular Education, Special Education and Title I Teachers		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Resources		
Evidence of Learning		
Increase in the effectiveness of Reading and Spelling Instruction in K-3 Classrooms. Increase in K-3 students reading at their respective grade level (Flountas and Pinnell Instruction Level Expectations for Reading Chart) - Benchmark Assessment System EOY Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer, Frank Miller/Federal Programs Coordinator, TIU 11 Professional Development Facilitators for LETRS Units of Study Frank Miller/Federal Programs Coordinator	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2023-2024 School Year, and Units 5-8 2024-2-25 School Year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 	

- 3b: Using Questioning and Discussion Techniques
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3a: Communicating with Students
- 4d: Participating in a Professional Community
- 1f: Designing Student Assessments
- 4b: Maintaining Accurate Records
- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

PBIS

Action Step		
<ul style="list-style-type: none"> • PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations. 		
Audience		
PBIS Building Coaches and Committee Members		
Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at EDES		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

MTSS

Action Step		
<ul style="list-style-type: none"> EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model 		
Audience		
EDES K-3 Teachers, Title I Staff, Special Education, Psychologist, Guidance Counselor, and Principal.		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Spring Math. Discuss core instruction and Tier I issues Research, design and implement effective interventions for at risk students (Tier II and III). Discussion of recommendations from PaTTAN/TIU consultants for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, II, and III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
R. Reeder/Principal Title I Reading Teachers	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

RTI/SLD Determination

Action Step
<ul style="list-style-type: none"> EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
Audience
EDES K-3 Faculty
Topics to be Included

Analysis of Acadience Data		
Evidence of Learning		
EDES will utilize Pathways of Progress from Acadience to make decisions regarding tiered supports and/or moving to evaluation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rebecca Erney/Psychologist Title I Reading Teachers	2023-08-22	2024-06-04

Learning Format

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

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">RBM Minutes 07-27-2023 MCSD School Borad Minutes July 2023 Title I Plan Approval for ED.pdf

Chief School Administrator	Date
Vance S. Varner	2023-08-17
Building Principal Signature	Date
D. Robert Reeder, III	2023-06-30
School Improvement Facilitator Signature	Date