

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	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
Lori Torquato	Special Education Teacher	MCSD/East Derry Elementary	lat25@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Donna Steele	Home & School Association	East Derry Elementary Home & School	donnasteele@hotmail.com
Rebecca Reeder	Parent	East Derry Parent	rnf48@mcsdk12.org
Frank Miller	Federal Programs Coordinator	MCSD	fwm28@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Michael E. Reeder, Jr.	Community Member	Community Representation	mreeds16@yahoo.com
Erica Davis	Teacher	MCSD/East Derry Elementary	elf07@mcsdk12.org
Victoria Matthey	Principal	MCSD/East Derry Elementary	vsm17@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
2024 PSSA results released by PDE reports 53.7% of our grade 3 students scored at the advanced/proficient level in English/Language Arts. 2023 PSSA results released by PDE reports 54.4% of our grade 3 students scored at the advanced/proficient level in English/Language Arts. 2022 PSSA results released by PDE reports 37.3% of our grade 3 students scored at the advanced/proficient level in English/Language Arts.	Increase of 16.4% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2022 to 2024 but a slight decrease of 0.7% from 2023 to 2024. - Statewide 2033 Goal is 81.1%
81.2 % of all students met the regular attendance performance standard.	The statewide average for the regular attendance performance is 781%
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA	Statewide average is 40.2% - Statewide 2033 Goal is 71.8%

Challenges

Indicator	Comments/Notable Observations
53.7% of All Student Group were Proficient or Advanced on the 2024 ELA PSSA	Statewide 2033 Goal is 81.1% and the Statewide Average is 53.9%
82.0% of All Student Groups with Regular Attendance	Statewide 2033 Goal is 94.1% Statewide average is
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA	Statewide average is 40.2%

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

Strengths

Indicator 2024 PSSA results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English/Language Arts. 2023 PSSA results released by PDE reports 54.4% of our grade 3 students scored at the advanced/proficient level in English/Language Arts. 2022 PSSA results released by PDE reports 37.3% of our grade 3 students scored at the advanced/proficient level in English/Language Arts. ESSA Student Subgroups White	Comments/Notable Observations Increase of 16.4% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2022 to 2024 but a slight decrease of 0.4% from 2023 to 2024.
Indicator 44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA 21.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 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. This group also increased 3.5% from 2023 to 2024. Still performing under statewide averages and projected 2033 statewide goal.

Challenges

Indicator 44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged Student Group in Grade 3 scored 9.3% below All Student Group in Grade 3 ELA.
Indicator 25.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged Student Group in Grade 3 scored 10.0% below All Student Group in Grade 3 Math.
Indicator	Comments/Notable Observations

81.2% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 77.8% Students with Disabilities Regular Attendance is 64.9% ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged student group Regular Attendance is 3.4% lower than the All Student group. Students with Disabilities student group Regular Attendance is 16.3% lower than the All Student group.
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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.

Increase of 16.4% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2022 to 2024 but a slight decrease of 0.4% from 2023 to 2024.
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA Statewide average is 40.2%

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.

53.7% of All Student Group were Proficient or Advanced on the 2024 ELA PSSA
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA
81.2% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 77.8% Students with Disabilities Regular Attendance is 64.9%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	77% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase of 9% from the Fall screening
Acadience Grade 1	57% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 5% from the Fall screening
Acadience Grade 2	46% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 9% from the Fall screening
Acadience Grade 3	87% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 27% 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. Teams include school psychologist, general education teachers, specials education teachers, and Title I teachers. District psychologists worked collaboratively to rewrite the MTSS handbook.
Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Flyleaf Decodable Readers, UFLI, Flow Fluency are all used as evidence-based resources and interventions. EDES teachers use these resources with fidelity based on the differentiated needs of students.

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 1	46% of students "Met Target" on Spring Screen. Increase of 2% from Fall Screen.
Spring Math Grade 2	38% of students "Met Target" on Spring Screen. Increase of 11% from Fall Screen.
Spring Math Grade 3	7% of students "Met Target" on Spring Screen. Increase of 3% from Fall Screen.
Spring Math Grade K	84% of students "Met Target" on Spring Screen. Increase of 46% from Fall Screen.

Mathematics Summary

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework
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.

Challenges

Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.
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.
Piloting of multiple math series over the course of this year had a decrease in some Spring Math usage. Diagnostics built into some of the previewed products. (i-ready math as an example).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
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.	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.
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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.
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The interface and platform have changed, making for better use for our staff and students.
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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.
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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
44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA 21.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA	Economically Disadvantaged students 9.3% below the All Student Group.
25.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA 25.0% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA	Economically Disadvantaged students 12.9% below the All Student Group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	53.7% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2024 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 subgroups.
White	38.5% of All Student group in comparison to 38.7% of White Student group were Advanced/Proficient on 2024 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 subgroups.

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.

53.7% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2024 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 subgroups.
38.5% of All Student group in comparison to 38.7% of White Student group were Advanced/Proficient on 2024 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 subgroups.

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.

44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA
25.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 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	Operational

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
Increase of 16.4% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2022 to 2024 but a slight decrease of 0.4% from 2023 to 2024.	False
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA Statewide average is 40.2%	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework. Teams include school psychologist, general education teachers, specials educations teachers, and Title I teachers. District psychologists worked collaboratively to rewrite the MTSS handbook.	False
Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.	False
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Flyleaf Decodable Readers, UFLI, Flow Fluency are all used as evidence-based resources and interventions. EDES teachers use these resources with fidelity based on the differentiated needs of students.	False
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
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
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
53.7% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2024 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 subgroups.	False

38.5% of All Student group in comparison to 38.7% of White Student group were Advanced/Proficient on 2024 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 subgroups.	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
Identify and address individual student learning needs.	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
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True

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
81.2% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 77.8% Students with Disabilities Regular Attendance is 64.9%	False
53.7% of All Student Group were Proficient or Advanced on the 2024 ELA PSSA	True
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA	True
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
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
44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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
N/A	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
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
Piloting of multiple math series over the course of this year had a decrease in some Spring Math usage. Diagnostics built into some of the previewed products. (i-ready math as an example).	False
25.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA	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. 2024 PSSA results released by PDE reports 53.7% of our grade 3 students scored at the advanced/proficient level in English Language Arts. Increase of 9.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2024 but a slight decrease of 0.7% from 2023 to 2024. 38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA. Statewide average is 40.2%. 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, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, UFLI, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
53.7% of All Student Group were Proficient or Advanced on the 2024 ELA PSSA	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	True
38.5% of All Student group were Advanced/Proficient on 2024 Math PSSA	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. Implementation of iReady math as core instructional resource for 2025-2026 school year.	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 University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI). Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	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) = Potentially the new i-ready math series that was recently adopted.
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.
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.

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. In addition, Title I funds will support the purchase of MTSS resources, staff professional development (LETRS) and highly qualified Title I reading and math intervention teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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.
	Continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. (with fidelity K-3) i-Ready Mathematics has been selected as the new core math resource for all K-3 classroom beginning the 2025-2026 school year.

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.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience Reading Composite/Tier I			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2025, 35% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2026, 50% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2026, 60% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2026, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Priority: Continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. (with fidelity K-3) i-Ready Mathematics has been selected as the new core math resource for all K-3 classroom beginning the 2025-2026 school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026, 70% of EDES K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Math - Spring Math/i-ready classroom			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2025, 20% of K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2026, 45% of K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2026, 55% of K-3 students will have 'Met Target' based on Spring Math School Overview	By June 1, 2026, 70% of K-3 students will have 'Met Target' based on Spring Math School Overview

Action Plan

Measurable Goals

Acadience Reading Composite/Tier I	Math - Spring Math/i-ready classroom
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Action Plan For: MTSS

Measurable Goals:
- By June 1, 2026, 70% of EDES K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

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 model (MTSS)		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rob Reeder - Principal Vicki Mattery - Assistant Principal Kaytlin Clark - School Psychologist Jill Hartsock - Title I Teaching Staff	Federal Funds will support Universal Screeners/Evidenced Based Interventions/Standards Based Core	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease the number of students who require Tier II and Tier III supports.	Frequent and direct monitoring and charting student responses to interventions. - Monthly grade-level meeting with teaching staff to review data. Quarterly in-depth meetings to review data, intervention successes, and fluid movement of students between tiers as necessary.

Action Plan For: PBIS

Measurable Goals:
- By June 1, 2026, 70% of EDES K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team - Daubert, Hartsock, Hassinger, and Henry	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 monthly basis.

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

Measurable Goals:
By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Teaching Staff K-2 Classroom Teachers Rob Reeder - Building Principal Vicki Mattery - Assistant Principal	UFLI Program Rob Reeder - Building Principal Vicki Mattery - Assistant Principal K-2 Classroom Teachers	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS students' progress monitoring in Early Phonemic Awareness, Whole Words Read, Nonsense Word Fluency and Phoneme Segmentation Fluency	Acadience Data BOY/MOY/EOY

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

Measurable Goals:
By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rob Reeder/Principal Steven DeArment/Chief Academic Officer PaTTAN Facilitators for LETRS Units of Study.	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training PaTTAN Facilitators for LETRS Units of Study.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms.	2026 Grade 3 ELA PSSA results. Ongoing grade-level MTSS monitoring

Action Plan For: Spring Math

Measurable Goals:
By June 1, 2026, 70% of EDES K-3 students will have ‘Met Target’ based on Spring Math School Overview.

Action Step	Anticipated Start/Completion Date
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K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom Teachers Title I Staff	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: i-Ready Classroom

Measurable Goals:
By June 1, 2026, 70% of EDES K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start/Completion Date		
K-3 classroom teachers will implement the newly adopted i-ready classroom math resources this school year. Utilizing diagnostic assessments, and data analysis withing the program and tools to improve deficient areas of individuals and groups of students.	2025-08-25	2026-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom Teachers Title I Teaching Staff Vicki Mattey/Assistant Principal i-Ready PD Team	New i-Ready Classroom math materials adopted this year. i-Ready PD	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in Spring Math assessments - EOY/MOY/EOY Intervention assistance through the program for all levels Improvements in Grade 3 PSSA Math Scores	Regularly acquired i-ready diagnostic data Spring Math assessments - EOY/MOY/EOY Grade 3 PSSA Math Data for 2026

Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2026, 70% of EDES K-1 students will be performing At or Above Benchmark 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.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers Title I Teaching Staff	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience Phenome Segmentation Fluency and First Sound Fluency for K and 1 students.	Acadience Data BOY/MOY/EOY

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• MTSS • PBIS • University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) • Spring Math • i-Ready Classroom	4 Title I Reading/Math Teacher Salary/Benefits	413869
Instruction	• MTSS • PBIS • University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) • Spring Math • i-Ready Classroom	Camp on the Way to Kindergarten Salary/Benefits	6300

Other Expenditures	• MTSS • PBIS • University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) • Spring Math • i-Ready Classroom	MTSS Supplies	29348	
Total Expenditures				449517

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 model (MTSS)
PBIS	PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.
Language Essentials for Teachers of Reading and Spelling (LETRS)	Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.
i-Ready Classroom	K-3 classroom teachers will implement the newly adopted i-ready classroom math resources this school year. Utilizing diagnostic assessments, and data analysis withing the program and tools to improve deficient areas of individuals and groups of students.

Language Essentials for Teachers of Reading and Spelling (LETRS)

Action Step		
Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		
Audience		
All K-3 Regular Education, Special Education, Title I Teachers and Administrators.		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.		
Evidence of Learning		
Completion of units of study for Volumes I and Volume II		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Frank Miller/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2025-2026 School Year Units 5-8 2025-2026 School Year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	

• 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

MTSS Problem Solving Teams

Action Step		
• EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support model (MTSS)		
Audience		
EDES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, Assistant Principal		
Topics to be Included		
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.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rob Reeder/Principal Vicki Matthey/Assistant Principal Kaytlin Clark/Psychologist Title I Teachers	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	

• 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PBIS Core Team Meetings

Action Step		
• PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.		
Audience		
PBIS Building Coaches and Core Team		
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	2025-07-01	2026-06-30

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	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3a: Communicating with Students • 3c: Engaging Students in Learning • 4c: Communicating with Families • 3e: Demonstrating Flexibility and Responsiveness	

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files
Affirmation Statement 2025-2026.pdf

Chief School Administrator	Date
Vance S. Varner	2025-08-29
Building Principal Signature	Date
D. Robert Reeder, III	2025-08-28
School Improvement Facilitator Signature	Date