

East Derry El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
East Derry El Sch		111444602
Address 1		
2316 Back Maitland Rd		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Nicole O'Donnell		
Principal Email		
no20@mcsdk12.org		
Principal Phone Number		Principal Extension
7175435615		1601
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole O'Donnell	Principal	MCSD/East Derry Elementary	no20@mcsdk12.org
Catrina Breneman	Teacher	MCSD/East Derry Elementary	cjb48@mcsdk12.org
Sierra Hassinger	Teacher	MCSD/East Derry Elementary	slc34@mcsdk12.org
Gina Wortman	Teacher	MCSD/East Derry Elementary	gnw56@mcsdk12.org
Jill Hartsock	Teacher	MCSD/East Derry Elementary	jni04@mcsdk12.org
Jessica Treaster	Education Specialist	MCSD/East Derry Elementary	jmt24@mcsdk12.org
Lori Torquato	Teacher	MCSD/East Derry Elementary	lat25@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Rebecca Reeder	Teacher	MCSD/East Derry Elementary	rmf48@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD/East Derry Elementary	vsv55@mcsdk12.org
Erica Davis	Teacher	MCSD/East Derry Elementary	elf07@mcsdk12.org
Michael E. Reeder, Jr.	Community Member	Community Representation	mreeds16@yahoo.com
Madeline Marsh	Education Specialist	MCSD/East Derry Elementary	mem53@mcsdk12.org
Ingrid Shinskie	Parent	HSA President	ingshiskie@gmail.com

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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	97.6% of economically disadvantaged participated in the 2024-2025 PSSAs
White	98.6% of economically disadvantaged participated in the 2024-2025 PSSAs

Challenges

ESSA Student Subgroups	Indicator
White	21.3% decrease in 2024-2025 PSSA advanced/proficient from the 2023-2024. The piloting of a new reading series for the 2026-2027 school year is planned to target improvement of ELA achievement.
Economically Disadvantaged	17.6% decrease in 2024-2025 PSSA advanced/proficient from the 2023-2024. The piloting of a new reading series for the 2026-2027 school year is planned to target improvement of ELA achievement.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	48.6% of the white subgroup were advanced/proficient on 2024-2025 Mathematics PSSA
Economically Disadvantaged	11% increase with students scoring proficient/advanced in the 2024-2025 from 2023-2024

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Economically Disadvantaged	36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%
----------------------------	---

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

83.2% of students attended regularly. This is 3.6% above the state average.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	72.9% of students regularly attended which is an increase of 8%
White	84.4% attended regularly

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	72.9% falls below the state average of 79.6%

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
-----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
-----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator

--	--

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average
83.2% of students attended regularly. This is 3.6% above the state average.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	86% of Grade K students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 1	48% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 2	61% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 3	68% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score.

English Language Arts Summary

Strengths

Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.
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.
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

9% decrease in WWR fluency from the MOY benchmark to EOY benchmark in first grade
17% decrease in CLS fluency from MOY benchmark to EOY benchmark in kindergarten

Mathematics

Data	Comments/Notable Observations
Spring Math K	47.5% of students "Met Target" on Spring Screening
Spring Math 1	3.9% of students "Met Target" on Spring Screening
Spring Math 2	5.7% of students "Met Target" on Spring Screening
Spring Math Grade 3	7.7% of students "Met Target" on Spring Screening

Mathematics Summary

Strengths

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

Challenges

Students get stuck on one skill for an extended period of time. The assessed skills are above grade level standards.
--

Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

Science, Technology, and Engineering Education Summary

Strengths

Challenges

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.

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.

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

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. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

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 piece of the program is completed by our students within our computer classes. Some technical difficulties continue to be resolved by working closer with the technology department to tackle barriers with the login process.
--

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
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	Economically Disadvantaged students 5.6% below the All Student Group.
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Math PSSA	Economically Disadvantaged students 11.3% 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	48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 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	32.4% of All Student group in comparison to 32.9% 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.

48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 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.
32.4% of All Student group in comparison to 32.9% 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.

26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 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?

>

Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.

PBIS Banner Status for Tiers 1 and 2

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

Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.

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?

>

Continuously monitor implementation of the school improvement plan and adjust as needed

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

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
47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average	False
83.2% of students attended regularly. This is 3.6% above the state average.	False
Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.	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 education teachers, and Title I teachers. District psychologists worked collaboratively to rewrite the MTSS handbook.	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
EDES Title I teachers provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
The interface and platform have changed, making for better use for our staff and students.	False
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. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	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
PBIS Banner Status for Tiers 1 and 2	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 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
32.4% of All Student group in comparison to 32.9% 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

Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.	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
32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average	True
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%	True
9% decrease in WWR fluency from the MOY benchmark to EOY benchmark in first grade	False
17% decrease in CLS fluency from MOY benchmark to EOY benchmark in kindergarten	False
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	True
The technical piece of the program is completed by our students within our computer classes. Some technical difficulties continue to be resolved by working closer with the technology department to tackle barriers with the login process.	False
Students get stuck on one skill for an extended period of time. The assessed skills are above grade level standards.	False
Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Math PSSA	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

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.

While our 2025 PSSA results indicate that student performance remains below the state average in both ELA and Mathematics, the data highlights important opportunities for growth. With 32.4% of students

scoring Advanced/Proficient in ELA and 36.6% in Mathematics, we will continue to strengthen Tier 1 instruction, utilize assessment data to target student needs, and provide focused interventions. Particular attention will be given to our Economically Disadvantaged subgroup, where 26.8% of students achieved Advanced/Proficient in ELA. Through continued collaboration, data-driven decision making, and a commitment to high-quality instruction, we are confident in our ability to improve outcomes for all learners.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average	Use 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. Implementation of Story Champs Piloting of a new reading series	True
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%	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. Accountability for regular data entry and implementation with fidelity of Spring Math This is the second year of iReady math as core instructional resource.	True
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	Use 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. Implementation of Story Champs Piloting of a new reading series	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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)
PBIS Banner Status for Tiers 1 and 2	Banner recognition demonstrates that we have established a strong foundation of proactive behavioral supports (Tier 1) while also providing effective targeted interventions for students who need additional support (Tier 2). This recognition is more than an award—it reflects a commitment to creating a positive school climate, reducing behavioral barriers to learning, and ensuring that all students have the support they need to be successful. Maintaining banner status also promotes continuous improvement, accountability, and consistency in our practices, ultimately leading to better academic, behavioral, and social-emotional outcomes for students.

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) I-ready math series that was recently adopted.
Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports. 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. Professional Development for staff- LETRS- this is also part of their new teacher induction year 2.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Core Phonics Screener as universal assessment in grades K-3. Additionally, we are piloting a new reading series this year to implement district wide for the 27-28 school year.
	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 is entering the second year of implementation.

Goal Setting

Priority: Implementation of UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Core Phonics Screener as universal assessment in grades K-3. Additionally, we are piloting a new reading series this year to implement district wide for the 27-28 school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience WWR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% of first grade students will be at or above benchmark on WWR fluency or read at least 1 whole words.	By January 30, 2027, 65% of first grade students will be at or above benchmark on WWR fluency or read at least 6 whole words.	By March 30, 2027, 75% of first grade students will be at or above benchmark on WWR fluency or read at least 10 whole words.	By June 3 2027, 85% of first grade students will be at or above benchmark on WWR fluency or read at least 13 whole words.

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 is entering the second year of implementation.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027 50% of East Derry 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 November 1, 2026, 10% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2027 20% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2027, 40% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By June 3, 2027, 50% of East Derry students will have 'Met Target' based on Spring Math School Overview.

Action Plan

Measurable Goals

Acadience WWR	Spring Math
---------------	-------------

Action Plan For: University of Florida Institute

Measurable Goals:
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell/Principal Grade 1 Teachers	Federal Funds will support UFLI and FlyLeaf Decoadables	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in fluency with WWR and ORF	Acadience Data- School Psychologist, Administration- Classroom teachers- Title 1 teachers

Action Plan For: Spring Math

Measurable Goals:
By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom Teachers Title 1 Staff	Federal Funds will supports 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: PBIS

Measurable Goals:
- By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience. - By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team Administration	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.	Skyward major and minor behavior referrals will be reviewed on a monthly basis. Information will shared with the PBIS Core team as well as the entire staff with monthly emails. Additionally, the information will be posted on the data wall in the office

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

Measurable Goals:
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell/Principal Steven DeArment/Chief Academic Officer PaTTAN	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.	Yes	

Facilitators for LETRS Units of Study.			
--	--	--	--

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 Acadience Data

Action Plan For: i-Ready Classroom

Measurable Goals:
By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start Date	Anticipated Completion Date
K-3 classroom teachers will implement the 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.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
K-3 Classroom Teachers Title I Teaching Staff i-Ready PD Team	Continued PD with the iReady resource- this is our second year with this resource.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in Spring Math assessments - BOY/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 - BOY/MOY/EOY

Action Plan For: MTSS

Measurable Goals:
- By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience. - By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start Date	Anticipated 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)	2026-08-31	2027-06-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell- Principal Jill Hartsock- Title 1 Teacher TBD School Psychologist	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.

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	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	Math/Reading Salaries	244680	
Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	Math/Reading Benefits	151895	

Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	K Camp Salaries	5000	
Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	K Camp Benefits	1257	
Other Expenditures	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for	MTSS Supplies	5585	

	Teachers of Reading and Spelling • i-Ready Classroom • MTSS			
Total Expenditures				408417

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
University of Florida Institute	Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF.
PBIS	PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.
LETRS Language for Essentials for Teachers of Reading and Spelling	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 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.
MTSS	EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support model (MTSS)

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		
Completion of units of study for Volumes I and Volume II		
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/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2026-07-01	2027-06-03

Learning Format

Type of Activities	Frequency
Course(s)	Unit 1-4 2026-2027 Units 5-8 2027-2028
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 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		
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
Nicole O'Donnell- Principal TBD School Psychologist Title 1 Teachers	2026-07-01	2027-06-30

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 1e: Designing Coherent Instruction 1f: Designing Student Assessments 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	2026-07-01	2027-06-30

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	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date