

Grover Cleveland El Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Grover Cleveland Elementary		105252602
Address 1		
1540 W. 38th St.		
Address 2		
City	State	Zip Code
Erie	PA	16508
Chief School Administrator		Chief School Administrator Email
Brian Polito		bpolito@eriesd.org
Principal Name		
Deanna McFarland		
Principal Email		
dmcfarland@eriesd.org		
Principal Phone Number		Principal Extension
814-874-6670		
School Improvement Facilitator Name		School Improvement Facilitator Email
Lisa Berlin		lberlin@eriesd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Deanna McFarland	Principal	Grover Cleveland Elementary School 2021-2022	dmcfarland@eriesd.org
Eric Kuhn	Teacher	Grover Cleveland Elementary	ekuhn@eriesd.org
Mark Seburnia	Teacher	Grover Cleveland Elementary	mseburnia@eriesd.org
Cindy Munch	Teacher	Grover Cleveland Elementary	cmunch@eriesd.org
Sara Musone	Other	Community School Director	smusone@eriesd.org
Holly Northrup	District Level Leaders	Erie's Public Schools	hnorthrup@eriesd.org
Brian Polito	Chief School Administrator	Erie's Public Schools	bpolito@eriesd.org
Jonesha Doxey-Tangle	Paraprofessional	Erie's Public School	jdoxeytangle@eriesd.org
Danielle Zimmer	Parent	Erie's Public Schools	dzimmer@eriesd.org
Teresa Szumigala	District Level Leaders	Erie's Public Schools	tsqumigala@eriesd.org
Linda Graff	Board Member	Erie's Public Schools	lgraff@eriesd.org
Bobbi Michael	Community Member	Erie's Public Schools	bmchl69@yahoo.com
Melissa Haft	Principal	Erie's Public Schools	mhaft@eriesd.org
Lindsay Alger	Teacher	Erie's Public Schools	lalger@eriesd.org

Vision for Learning

Vision for Learning

Grover Cleveland, a Community School, strives to create successful learners and positive contributing members of society. This will occur through rigorous academics, promoting social emotional wellness, engaging all students, and involving families.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 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
College Career Standards- 98.9%	All student groups exceeded the statewide goal of 98% with College and Career Standards. 22/23-98.9% 21/22-98.9% +0.9%
PVAAS ELA- 100.0	All students exceeded the statewide average growth standard by 30.0.
PVAAS Math- 100.0	All students exceeded the statewide average growth standard by 30.0.
PVAAS Science- 71.0	All students exceeded the statewide average growth standard by 1.0.

Challenges

Indicator	Comments/Notable Observations
PSSA Reading- 31.1%	All student groups in grades 3-5 did not meet the statewide average of 54.5% in PSSA Reading. -23.4%
PSSA Math- 36.1%	All student groups in grades 3-5 did not meet the statewide average of 38.3% in PSSA Math. -2.2%
PSSA Science- 54.2%	All student groups in grade 4 did not meet the statewide average of 58.9% in PSSA Science. -4.7%
Regular Attendance- 72.7%	All student groups did not meet the statewide average of 73.9%. -1.2%
English Language Growth & Attainment- 33.3%	EL student group met the statewide average of 29% but did not meet the statewide goal of 70.3%. The EL group is designated Targeted Support Improvement (TSI). -37%

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

Strengths

Indicator ELA and Math PSSA ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations Two or more races increased in performance from the previous year and met or exceeded the interim target. ELA 22/23- 26.7%, ELA 21/22- 21.6%, +5.1% Math 22/23- 35.6%, Math 21/22- 18.9%, +16.7%
Indicator ELA and Math PVAAS ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All student groups met or exceeded the statewide goal of 70 for the growth standard. ELA 22/23- 100, 21/22- 100 Math 22/23- 100, 21/22- 100
Indicator Science PVAAS ESSA Student Subgroups Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations ED and CE students increased in performance from the previous year and met or exceeded the interim target for the growth standard. ED 22/23- 75, ED 21/22- 74 CE 22/23- 79, CE not a subgroup in 21/22
Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations EL increased in performance from the previous year and met or exceeded the interim target. 22/23- 90.3% 21/22- 70.4% +19.9%

English Learners	
Indicator Career Standards ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations All student groups met or exceeded the statewide performance standard. 22/23- 98%, 21/22- 98%

Challenges

Indicator ELA PSSA ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	Comments/Notable Observations These subgroups had an increase in performance from the previous year but are not meeting statewide average of 54.5%. Black- 22/23- 27.7%, 21/22-11.4%, +16.3% increase Hispanic- 22/23- 14.3%, 21/22- IS 2 or more races- 22/23- 26.7%, 21/22- 21.6%, +5.1% ED- 22/23- 27.1%, 21/22- 24.1%, +3% EL- 22/23- 19%, 21/22- IS
Indicator ELA PSSA ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations These subgroups had a decrease in performance from the previous year and are not meeting statewide average of 54.5%. White- 22/23- 36%, 21/22- 46%, -10% decrease SWD- 22/23- 11.7%, 21/22- 20%, -8.3% decrease
Indicator Math PSSA ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, English Learners	Comments/Notable Observations These subgroups had an increase in performance from the previous year but are not meeting statewide average of 38.3%. Black- 22/23- 21.7%, 21/22-2.3%, +19.4% Hispanic- 22/23- 15%, 21/22- IS 2 or more races- 22/23- 35.6%, 21/22- 18.9%, +16.7% White- 22/23- 44.3%, 21/22- 36.5%, +7.8% EL- 22/23- 22.7%, 21/22- IS
Indicator Math PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SWD are not meeting statewide goal of 71.8% 22/23-15.3%, 21/22- 15.6%
Indicator Science ESSA Student Subgroups Multi-Racial (not Hispanic), White, Students with Disabilities	Comments/Notable Observations These subgroups had a decrease in performance from the previous year and are not meeting statewide goal of 83% Multi-racial- 22/23-60%, 21/22- IS White-22/23- 56.9%, 21/22-61.5%, -4.6% SWD-22/23- 28.6%, 21/22- IS
Indicator Regular Attendance ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations These subgroups had a decrease in performance from the previous year and are not meeting statewide performance standard of 94.1%. Hispanic- 22/23- 65.7%, 21/22- 70.3%, -4.6% decrease Multi-racial- 22/23- 63.4%, 21/22- 65.5%, -2.1% decrease White- 22/23-80.5%, 21/22- 81.8%, -1.3% decrease ED-22/23- 66.7%, 21/22- 70%, -3.3% decrease
Indicator English Language Growth & Attainment ESSA Student Subgroups English Learners	Comments/Notable Observations This student group had a decrease in performance from the previous year and are not meeting the statewide goal of 70.3%. EL- 22/23- 33.3%, 21/22- IS

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.

PVAAS ELA- 100.0 Exceeded annual growth expectations in ELA PVAAS since 2021.
PVAAS Math- 100.0 Exceeded annual growth expectations in math PVAAS since 2018.
College Career Standards- 98.9% All student groups exceeded the performance standard with College and Career Standards.

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.

PSSA Reading- 31.1% All student groups did not meet interim goals or improvement targets in PSSA Reading.
PSSA Math- 36.1% All student groups did not meet interim goals or improvement targets in PSSA Math.
PSSA Science- 54.2% All student groups did not meet interim goals or improvement targets in PSSA Science.
English Language Growth & Attainment- 33.3% EL student group did not meet interim goals or improvement targets on Targeted Support Improvement (TSI).
Regular Attendance- 72.7% All student groups did not meet the performance standard for regular attendance.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CKLA End of Unit Assessments	Grade K-5 end of unit CKLA assessments: Quarter 1-63% Quarter 2-65% Quarter 3-54%
DIBELS MOY	BOY DIBELS assessment K-5 had 43% at or above benchmark MOY DIBELS assessments K-5 had 47% at or above benchmark.

English Language Arts Summary

Strengths

79% of grades K-2 students are at the goal of 70% or greater on CKLA content assessments.
2nd-5th grades are between 51% and 53% at or above grade level on the DIBELS benchmark assessment.

Challenges

51% of grades 3-5 students are at the goal of 70% or greater on CKLA content assessments.
57% of K students are below or well below grade level on the MOY DIBELS benchmark assessment.
64% of 1st grade students are below or well below grade level on the MOY DIBELS benchmark assessment.

Mathematics

Data	Comments/Notable Observations
iReady Diagnostic Assessment	BOY iReady diagnostic assessments students in K-5 scored 11% at or above grade level. MOY iReady Diagnostic assessments students in grades K-5 scored 26% at or above grade level.
iReady Comprehension Checks	1st quarter iReady Comprehension Checks students in grades K-5 had 61% of students passing at 70% or greater. 2nd quarter iReady Comprehension Checks students in grades K-5 had 62% of students passing at 70% or greater. 3rd quarter iReady Comprehension Checks students in grades K-5 had 52% of students passing at 70% or greater.

Mathematics Summary

Strengths

All grade levels (K-5) showed improvement on the iReady Diagnostic Assessments from the BOY to the MOY.
During the 2nd quarter, 97% of 1st grade students passed their iReady Content Assessments at 70% or greater.
During the 2nd quarter, 71% of students in grades K-2 passed their iReady Content Assessments at 70% or greater.

Challenges

During the 2nd quarter, 61% of Second grade students did not pass their iReady Content Assessments at 70% or greater.
During the 2nd quarter, 52% of students in grades 3-5 did not pass their iReady Content Assessments at 70% or greater.
The data from the second quarter iReady unit assessments does not mirror student performance on the MOY iReady Diagnostic Assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science- 3rd Quarter Grade Averages	By third quarter of the 23-24 school year, 92% of 4th & 5th grade students are passing science with a 70% or greater and the average grade being 84%. 83% of 4th grade students are passing science with a 70% or greater and the average grade being 88%.

Science, Technology, and Engineering Education Summary

Strengths

Students are working within the science curriculum.

Students are passing science.

Challenges

The pass rate is not reflected on the Science PSSA.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	At MOY: 3rd Grade 54% of the students have completed their SF artifacts. 4th Grade 84% of the students have completed their SF artifacts. 5th Grade 76% of the students have completed their SF artifacts. LSS students have not completed any SF lessons. Students in grades 3-5 are on track to complete the state requirement of two artifacts at the MOY.

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.

Students in grades 3-5 are on track to complete the state requirement of two career readiness artifacts at the MOY.

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.

LSS students have not completed any SF lessons.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA 46 total students Entering (1.0-1.9)- 13 students Emerging (2.0-2.9)- 13 students Developing (3.0-3.9)- 15 students Expanding (4.0-4.9)- 5 students Bridging (5.0-5.9)- 0 Reaching (6.0-6.9)- 0	11% of students taking the WIDA are expanding. No EL students are bridging or reaching. Our EL population is designated for Target Support Improvement. The building built in a system for co-teaching/push in for the 23/24 SY.
DIBELS MOY 43 students assessed at MOY Well below: 46% 20 Below: 14% 6 At benchmark: 36% 15 Above benchmark: 4% 2	40% of EL students are at or above benchmark on DIBELS.
IReady Diagnostic MOY 42 students assessed at MOY Early/mid/above grade level: 12% 5 students One grade level below: 60% 25 students Two or more grade level below: 28% 12 students	60% of EL students are one grade level below on iReady diagnostic. This data mirrors the entire school population.

Students with Disabilities

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

Data	Comments/Notable Observations
DIBELS MOY 64 SWD assessed at MOY Well below: 51 Below: 2 At benchmark: 6 Above benchmark: 5	The building built a schedule for coteaching/push in for the 23/24 SY. 17% of SWD are at or above benchmark on the DIBELS assessment. There is a discrepancy with the number of reported data on DIBELS for this subgroup.
iReady Diagnostic MOY 99 SWD assessed at MOY Early/mid/above grade level: 12% 12 students One grade level below: 43% 43 students Two or more grade level below: 45% 44 students	88% of SWD are one or more grade levels below on iReady diagnostic. There is a discrepancy with the number of reported data on DIBELS for this subgroup.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
DIBELS MOY 514 ED students assessed at MOY Well below: 199 Below: 71 At benchmark: 129 Above benchmark: 115	47% of ED students are at or above benchmark on DIBELS. 53% of ED students are below or well below benchmark on DIBELS.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

Asian	55% of Asian students are at or above benchmark on DIBELS. DIBELS MOY Asian students Well below: 10 Below: 5 At benchmark: 8 Above benchmark: 10 65% of Asian students are one or more grade levels below benchmark. iReady Diagnostic MOY 33 Asian students Early/mid/above grade level: 36% 12 students One grade level below: 55% 18 students Two or more grade level below: 9% 3 students
Black	64% of Black students are below and well below benchmark on DIBELS. DIBELS MOY 65 students Well below: 36 Below: 6 At benchmark: 15 Above benchmark: 8 85% of Black students are one or more grade levels below benchmark. iReady Diagnostic MOY 75 Black students Early/mid/above grade level: 15% 11 students One grade level below: 53% 40 students Two or more grade level below: 32% 24 students
2 or More Races	44% of students two or more races are at or above benchmark on DIBELS. DIBELS MOY 63 multi-race students Well below: 25 Below: 10 At benchmark: 19 Above benchmark: 9 78% of students two or more races are one or more grade levels below benchmark. iReady Diagnostic MOY 55 multi-race students Early/mid/above grade level: 22% 12 students One grade level below: 56% 31 students Two or more grade level below: 22% 12 students
Hispanic	62% of Hispanic students are below and well benchmark on DIBELS. DIBELS MOY 89 students Well below: 39 Below: 16 At benchmark: 20 Above benchmark: 14 82% of Hispanic students are one or more grade levels below benchmark. iReady Diagnostic MOY 84 Hispanic Early/mid/above grade level: 19% 16 students One grade level below: 54% 45 students Two or more grade level below: 28% 23 students

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.

40% of EL students are at or above benchmark on DIBELS.
60% of EL students are one grade level below on iReady diagnostic.
55% of Asian students are at or above benchmark on DIBELS.
17% of SWD are at or above benchmark on the DIBELS assessment.
47% of ED students are at or above benchmark on DIBELS.

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.

53% of ED students are below or well below benchmark on DIBELS.
The EL population is designated for Target Support Improvement.
60% of EL students are one grade level below on iReady diagnostic.
88% of SWD are one or more grade levels below on iReady diagnostic.
82% of Hispanic students are one or more grade levels below benchmark.

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	Emerging
Identify and address individual student learning needs	Emerging
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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

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 an evidence-based system of schoolwide positive behavior interventions and supports.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning.
Continuously monitor implementation of the school improvement plan and adjust as needed.

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Implement a multi-tiered system of supports for academics and behavior.
Monitor and evaluate the impact of professional learning on staff practices and student learning.

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
PVAAS ELA- 100.0 Exceeded annual growth expectations in ELA PVAAS since 2021.	False
PVAAS Math- 100.0 Exceeded annual growth expectations in math PVAAS since 2018.	False
College Career Standards- 98.9% All student groups exceeded the performance standard with College and Career Standards.	False
79% of grades K-2 students are at the goal of 70% or greater on CKLA content assessments.	False
2nd-5th grades are between 51% and 53% at or above grade level on the DIBELS benchmark assessment.	True
	False
During the 2nd quarter, 97% of 1st grade students passed their iReady Content Assessments at 70% or greater.	False
Students are working within the science curriculum.	False
Students are passing science.	False
40% of EL students are at or above benchmark on DIBELS.	True
60% of EL students are one grade level below on iReady diagnostic.	False
55% of Asian students are at or above benchmark on DIBELS.	False
17% of SWD are at or above benchmark on the DIBELS assessment.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
During the 2nd quarter, 71% of students in grades K-2 passed their iReady Content Assessments at 70% or greater.	False
All grade levels (K-5) showed improvement on the iReady Diagnostic Assessments from the BOY to the MOY.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
Students in grades 3-5 are on track to complete the state requirement of two career readiness artifacts at the MOY.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
47% of ED students are at or above benchmark on DIBELS.	False

Challenges

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

Strength	Check for Consideration in Plan
PSSA Reading- 31.1% All student groups did not meet interim goals or improvement targets in PSSA Reading.	True
PSSA Math- 36.1% All student groups did not meet interim goals or improvement targets in PSSA Math.	True
PSSA Science- 54.2% All student groups did not meet interim goals or improvement targets in PSSA Science.	False
English Language Growth & Attainment- 33.3% EL student group did not meet interim goals or improvement targets on Targeted Support Improvement (TSI).	True
During the 2nd quarter, 61% of Second grade students did not pass their iReady Content Assessments at 70% or greater.	False
51% of grades 3-5 students are at the goal of 70% or greater on CKLA content assessments.	False
57% of K students are below or well below grade level on the MOY DIBELS benchmark assessment.	False
During the 2nd quarter, 52% of students in grades 3-5 did not pass their iReady Content Assessments at 70% or greater.	False
The pass rate is not reflected on the Science PSSA.	False
	False

The EL population is designated for Target Support Improvement.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Identify and address individual student learning needs.	False
64% of 1st grade students are below or well below grade level on the MOY DIBELS benchmark assessment.	False
LSS students have not completed any SF lessons.	False
The data from the second quarter iReady unit assessments does not mirror student performance on the MOY iReady Diagnostic Assessment.	False
Regular Attendance- 72.7% All student groups did not meet the performance standard for regular attendance.	True
53% of ED students are below or well below benchmark on DIBELS.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
	False
60% of EL students are one grade level below on iReady diagnostic.	False
88% of SWD are one or more grade levels below on iReady diagnostic.	False
82% of Hispanic students are one or more grade levels below benchmark.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA Reading- 31.1% All student groups did not meet interim goals or improvement targets in PSSA Reading.	Teachers may not be using assessment results (formative or summative) as they provide daily instruction, and without intervention all students will not be proficient in reading.	True
PSSA Math- 36.1% All student groups did not meet interim goals or improvement targets in PSSA Math.	Teachers may not be using assessment results (formative or summative) as they provide daily instruction and without intervention, all students will not be proficient in math.	True
English Language Growth & Attainment- 33.3% EL student group did not meet interim goals or improvement targets on Targeted Support Improvement (TSI).	Teachers may not know the opportunities written into the curriculum where students utilize and practice their listening and speaking.	True
Regular Attendance- 72.7% All student groups did not meet the performance standard for regular attendance.	The system for educating parents, staff, and students will need continuous adjustments until we are meeting or exceeding the statewide average of 73.9% for regular attendance.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2nd-5th grades are between 51% and 53% at or above grade level on the DIBELS benchmark assessment.	
40% of EL students are at or above benchmark on DIBELS.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use CKLA assessment data to adjust daily instruction, then teachers will have the opportunity to differentiate for instruction, and students will become independent learners reaching proficiency in reading.
	If we actively analyze iReady data, including proficiency in pre-requisite skills, then teachers will have the opportunity to differentiate for instruction, and students will achieve proficiency in math.
	If we use the language components outlined in the curriculum materials, then teachers will co-plan for and implement the speaking and listening strategies during the delivery of their instruction, and EL students will demonstrate growth on DIBELS.

Goal Setting

Priority: If we use CKLA assessment data to adjust daily instruction, then teachers will have the opportunity to differentiate for instruction, and students will become independent learners reaching proficiency in reading.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 24/25 school year, 65% of student's DIBELS composite scores will be at or above benchmark.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 45% of student's DIBELS composite scores will be at or above benchmark.	By the end of the second quarter, 55% of student's DIBELS composite scores will be at or above benchmark.	Benchmark is not available.	By the end of the 24/25 school year, 65% of student's DIBELS composite scores will be at or above benchmark.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
70% of students will pass CKLA end of unit assessments with a 65% pass rate for the 24/25 SY.			
Measurable Goal Nickname (35 Character Max)			
CKLA Unit Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% of students will pass CKLA end of unit assessments with a 65% pass rate for the first quarter.	60% of students will pass CKLA end of unit assessments with a 65% pass rate for the second quarter.	65% of students will pass CKLA end of unit assessments with a 65% pass rate for the third quarter.	70% of students will pass CKLA end of unit assessments with a 65% pass rate for the fourth quarter.

Priority: If we actively analyze iReady data, including proficiency in pre-requisite skills, then teachers will have the opportunity to differentiate for instruction, and students will achieve proficiency in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 24/25 school year, 50% of student's iReady Diagnostic scores will be at or above grade level.			
Measurable Goal Nickname (35 Character Max)			
iReady Diagnostic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 15% of student's iReady Diagnostic scores will be at or above grade level.	By the end of the second quarter, 30% of student's iReady Diagnostic scores will be at or above grade level.	No diagnostic given	By the end of the 24/25 school year, 50% of student's iReady Diagnostic scores will be at or above grade level.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			

70% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.			
Measurable Goal Nickname (35 Character Max)			
iReady Comprehension Checks			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.	60% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.	65% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.	70% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.

Priority: If we use the language components outlined in the curriculum materials, then teachers will co-plan for and implement the speaking and listening strategies during the delivery of their instruction, and EL students will demonstrate growth on DIBELS.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
55% of EL students will be at or above benchmark on the DIBELS universal screener on the EOY.			
Measurable Goal Nickname (35 Character Max)			
EL DIBELS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35% of EL students will be at or above benchmark on the DIBELS universal screener on the BOY.	45% of EL students will be at or above benchmark on the DIBELS universal screener on the MOY.	Not assessed.	55% of EL students will be at or above benchmark on the DIBELS universal screener on the EOY.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
55% of EL students will pass the CKLA unit assessment with a 65% pass rate for the 24/25 SY.			
Measurable Goal Nickname (35 Character Max)			
EL CKLA Unit Assessment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
40% of EL students will pass the CKLA unit assessment with a 65% pass rate for the first quarter.	45% of EL students will pass the CKLA unit assessment with a 65% pass rate for the second quarter.	52% of EL students will pass the CKLA unit assessment with a 65% pass rate for the third quarter.	55% of EL students will pass the CKLA unit assessment with a 65% pass rate for the 24/25 SY.

Action Plan

Measurable Goals

DIBELS	CKLA Unit Assessments
iReady Diagnostic	iReady Comprehension Checks
EL DIBELS	EL CKLA Unit Assessment

Action Plan For: PLC Learning Walk Cycle

<p>Measurable Goals:</p> <ul style="list-style-type: none"> 55% of EL students will pass the CKLA unit assessment with a 65% pass rate for the 24/25 SY. 70% of students will pass CKLA end of unit assessments with a 65% pass rate for the 24/25 SY. 70% of students will pass iReady comprehension checks with a 65% pass rate for the 24/25 SY.

Action Step		Anticipated Start/Completion Date	
Make a schedule for PLC and collaborative planning.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal Melissa Haft, Asst. Principal	school calendar pacing guide calendar template	No	
Action Step		Anticipated Start/Completion Date	
Revise look for template to reflect assessment goals for 24/25.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal Melissa Haft, Asst. Principal	former Look For template Problem of practice look fors	No	
Action Step		Anticipated Start/Completion Date	
Create a standard agenda including PLC expectations for 24/25.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal Melissa Haft, Asst. Principal	former PLC agenda list of expectations	No	
Action Step		Anticipated Start/Completion Date	
Create a data analysis protocol for reviewing formative and summative assessment.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	data analysis protocol pacing guides 24/25	No	

Action Step		Anticipated Start/Completion Date	
Create a walkthrough observation record to use when providing feedback.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal Melissa Haft, Asst. Principal	walkthrough observation template	No	
Action Step		Anticipated Start/Completion Date	
Conduct PLC to internalize formative and summative assessment opportunities using the problem of practice look fors within lessons.		2024-08-26	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	CKLA and iReady manuals	No	
Action Step		Anticipated Start/Completion Date	
Teachers will bring formative or summative data to PLC to analyze and inform instruction in whole or small group.		2024-09-09	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	Formative and summative assessment data Data analysis protocol	No	
Action Step		Anticipated Start/Completion Date	
Conduct 128 walkthroughs in reading and math classrooms over the course of the school year after internalizing lessons or providing look fors in PLC.		2024-08-26	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal and Melissa Haft, Assistant Principal	CKLA and iReady manuals	No	
Action Step		Anticipated Start/Completion Date	
Provide in person and/or written feedback on the walkthroughs to reading and math teachers.		2024-08-26	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	CKLA and iReady manuals	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PLC/Collaborative planning calendar PLC template Standard agenda Walkthrough observation record Walkthrough data Calendar invites for walkthrough feedback	Administration will have calendars, templates, records prior to 8/15. Administration will conduct walkthroughs on every grade team each month.

Action Plan For: Continuous Improvement Assessment Cycle

Measurable Goals:
<ul style="list-style-type: none"> • By the end of the 24/25 school year, 65% of student's DIBELS composite scores will be at or above benchmark. • By the end of the 24/25 school year, 50% of student's iReady Diagnostic scores will be at or above grade level. • 55% of EL students will be at or above benchmark on the DIBELS universal screener on the EOY.

Action Step		Anticipated Start/Completion Date	
Revise the template for data driven decision making for DIBELS and iReady.		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal Melissa Haft, Asst. Principal	former template for data driven making for DIBELS and iReady	No	
Action Step		Anticipated Start/Completion Date	
Complete a DIBELS and iReady refresher.		2024-09-02	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Wide Specialists, Jen Lucarotti & Laurie Swenson	Reference sheet DIBELS refresh training in Google drive	Yes	
Action Step		Anticipated Start/Completion Date	
Administer DIBELS & iReady BOY benchmark assessment.		2024-09-10	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Wide Specialists, Jen Lucarotti & Laurie Swenson	BOY assessment plan	No	
Action Step		Anticipated Start/Completion Date	
Administer DIBELS & iReady MOY benchmark assessment.		2025-01-06	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Wide Specialists, Jen Lucarotti & Laurie Swenson	MOY assessment plan	No	

Action Step		Anticipated Start/Completion Date	
Administer DIBELS & iReady EOY benchmark assessment.		2025-05-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Wide Specialists, Jen Lucarotti & Laurie Swenson	EOY assessment plan	No	
Action Step		Anticipated Start/Completion Date	
After BOY benchmark assessments teachers will use data driven decision making template in PLC to analyze student data.		2024-09-30	2024-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	DIBELS/ iReady data decision making template DIBELS & iReady BOY data	No	
Action Step		Anticipated Start/Completion Date	
After MOY benchmark assessments teachers will use data driven decision making template in PLC to analyze student data.		2025-01-06	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	DIBELS/ iReady data decision making template DIBELS & iReady MOY data	No	
Action Step		Anticipated Start/Completion Date	
After EOY benchmark assessments teachers will use data driven decision making template in PLC to analyze student data.		2025-05-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	DIBELS/ iReady data decision making template DIBELS & iReady EOY data	No	
Action Step		Anticipated Start/Completion Date	
During PLC teachers will use the data to identify additional whole group instructional opportunities as well as group students who will need small group instruction. Teachers will plan for two week intervention groups and adjust groupings as needed.		2024-09-27	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	CKLA and iReady formative assessment data, i.e. comprehension checks, formative assessment records, DIBELS progress monitoring data	No	
Action Step		Anticipated	

		Start/Completion Date	
Teachers will provide interventions for a two week cycle and then progress monitor. Progress monitoring data will be used to plan for groups in the next PLC cycle.		2024-09-27	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Deanna McFarland, Principal/ Melissa Haft, Assistant Principal	DIBELS progress monitoring data/ iReady comprehension checks	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data driven decision making tool list of whole group instructional opportunities small group interventions student groups progress monitoring data	Administrators will conduct data driven decision making after BOY, MOY, and EOY. Administration will monitor progress monitoring data biweekly.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• PLC Learning Walk Cycle• Continuous Improvement Assessment Cycle	Salary and benefits for schoolwide instructional staff to meet the goals of the School Improvement Plan.	682491.36
Total Expenditures			682491.36

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Continuous Improvement Assessment Cycle	Teachers will provide interventions for a two week cycle and then progress monitor. Progress monitoring data will be used to plan for groups in the next PLC cycle.
Continuous Improvement Assessment Cycle	Complete a DIBELS and iReady refresher.

Intervention Planning

Action Step		
<ul style="list-style-type: none"> Teachers will provide interventions for a two week cycle and then progress monitor. Progress monitoring data will be used to plan for groups in the next PLC cycle. 		
Audience		
Reading and math teachers.		
Topics to be Included		
How to select whole group and small group interventions based on benchmark, summative, and formative data.		
Evidence of Learning		
Teachers will be able to select and implement whole and small group interventions so that students show growth toward proficiency on progress monitoring.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Deanna McFarland, Principal Melissa Haft, Assistant Principal	2024-09-03	2025-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Every six days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

DIBELS & iReady Refresher

Action Step		
<ul style="list-style-type: none"> Complete a DIBELS and iReady refresher. 		
Audience		
K-5 reading teachers, LS, and EL		
Topics to be Included		
All teachers will be trained to administer the DIBELS assessments in their grade level and practice scoring to improve validity.		
Evidence of Learning		
Fidelity checks during DIBELS administration.		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Wide Specialists, Jen Lucarotti & Laurie Swenson Principal, Deanna McFarland	2024-09-03	2025-05-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Three times a year, prior to DIBELS & iReady assessments.
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Grover Cleveland TSI Board Minutes.pdf

Chief School Administrator	Date
Brian Polito	2024-08-19
Building Principal Signature	Date
Deanna McFarland	2024-08-19
School Improvement Facilitator Signature	Date