

Conneaut Valley El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Conneaut Valley El Sch		105201033
Address 1		
22491 State Highway 18		
Address 2		
City	State	Zip Code
Conneautville	PA	16406
Chief School Administrator		Chief School Administrator Email
Dr Adam Jardina		adam.jardina@conneautsd.org
Principal Name		
Damian Goodman		
Principal Email		
Damian.Goodman@conneautsd.org		
Principal Phone Number		Principal Extension
814-683-5900		3010
School Improvement Facilitator Name		School Improvement Facilitator Email
Yvonne Teed		yvonne.teed@conneautsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Damian Goodman	Building Principal	Conneaut School District	damian.goodman@conneautsd.org
Shelly Parks	Elementary School Teacher	Conneaut School District	shely.parks@conneautsd.org
Robert Uzelac	Elementary School Teacher	Conneaut School District	robert.uzelac@conneautsd.org
Jolene Cierniakoski	Title I Reading Specialist	Conneaut School District	jolene.cierniakoski@conneautsd.org
Danielle Varner	School Counselor	Conneaut School District	dvarner@conneautsd.org
Yvonne Teed	Director of Federal Programs and Curriculum	Conneaut School District	yvonne.teed@conneautsd.org
Deanna Goodman	Parent	Conneaut School District	fish1850@verizon.net
Jessica Harmon	Community Member/Parent	Conneaut School District	harmon63@yahoo.com

Vision for Learning

Vision for Learning

Conneaut Valley Elementary School will provide all students with an inviting and engaging education in a nurturing environment, where all are recognized and fulfill their unique potential to contribute to a globally connected society.

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	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All Students were well above the growth index in Science with an Academic Growth Score of 100	This is above the state average with a growth measure of 74.7
All Student Group meets 2033 Statewide Goal in Science (91.0% Prof/Adv)	Compared to the 59.2% statewide average
All Student Group met the interim target goal in math with 62.2% scoring Prof/ADV	Compared to the statewide average of 40.2 all student interim score
All Student group met the standard demonstrating growth in ELA with an academic growth score of 72.0	Compared to the statewide growth standard of 70.0

Challenges

Indicator	Comments/Notable Observations
56.7% of all students met the interim goal in ELA	While over the statewide average of 53.9, we are maintaining and not showing the anticipated hoped for growth.
10.2% of students were advanced in ELA , which is below the statewide average.	The statewide average is 12.4%

Proficient or Advanced in Mathematics/Algebra

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

Strengths

<p>Indicator Economically disadvantage students met the academic growth score in Math PSSA with a 72</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator 56.8% of Economically disadvantage students scored ADV/Prof on the Math PSSA</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator 51% of Advanced or Proficient Ed students showed an improvement from last year's scores</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator 29.4% of students with disabilities were Proficient or advanced, which is an increase from the previous year</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator Only 29.4% of students identified with a learning disability scored proficient/advanced in ELA</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations This subgroup did not meet the school goal for 2023</p>
<p>Indicator Students identified as economically disadvantaged did not meet the standard for growth with a score of 69 on the ELA PSSA</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations This subgroup did not meet the school goal for 2023</p>

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

27% of Students Scored Advanced in Mathematics
All Student Group met the interim target goal in math with 62.2% scoring Prof/ADV
56.8% of Economically disadvantage students scored ADV/Prof on the Math PSSA
The Lowest performing 33% of students met academic growth in ELA

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Only 29.4% of students identified with a learning disability scored proficient/advanced in ELA
30% of all students scored basic in Math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-Ready Diagnostic	Students in grades K-5 are assessed at least 3 times/year
STAR Reading Assessment	Computer-adaptive test that assesses a student's skills in real-time, constantly adjusting the difficulty depending on a child's earlier responses. This assessment provides the following data for instruction (percentile rank, zone of proximal development, percentile range, and grade equivalent).
i-Ready (Personalized Online Learning Platform)	i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

English Language Arts Summary

Strengths

Use of i-Ready data will allow for teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.
STAR Reading assessments have allowed every student in the building to build a love for literacy and provides each one with reading materials to use within their zone of proximal development (ZPD). This assessment data has also provided teachers with valuable information to use when designing small group instruction. The school's AR program has helped contribute to higher than state average PSSA scores every year.
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on both data from the diagnostic benchmark taken 3 times per year.

Challenges

i-Ready data will need to be strategically used in ALL classrooms. Close examination of this data by learning support teachers and Title I staff can help to close the achievement gap for the subgroup of students with disabilities and economically disadvantaged students.
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on data from the diagnostic benchmark taken 3 times per year and performance on the daily practice. The practice component requires teachers to monitor individual students performance consistently and to prioritize that time be allotted for this practice

Mathematics

Data	Comments/Notable Observations
i-Ready Diagnostic	Students in grades K-5 are assessed at least 3 times/year

i-Ready (Personalized Online Learning Platform)	i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.
My Math (District's Math Text - Local Assessments)	The McGraw-Hill My Math provides an easy and flexible way to diagnose and fill gaps in understanding so that all students can meet grade-level expectations.

Mathematics Summary

Strengths

Use of i-Ready data will allow teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.

i-Ready allows students to work on a personalized learning pathway based on data from the diagnostic assessment.

Challenges

i-Ready data will need to be strategically used in ALL classrooms. Close examination of this data by learning support teachers and Title I staff can help to close the achievement gap for the subgroup of students with disabilities and economically disadvantaged students.

i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on data from the diagnostic benchmark taken 3 times per year and performance on the daily practice. The practice component requires teachers to monitor individual students performance consistently and to prioritize that time be allotted for this practice

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDTs)	Students in grade 4 and 5 are assessed at least 2 times/year

Science, Technology, and Engineering Education Summary

Strengths

Use of CDT data has allowed teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.

Departmentalization in fourth and fifth grades with a focus on the science teacher becoming an expert in the science content.

Challenges

Teachers adhering to the school districts curricular plan for science across grade levels.

CDT data needs to be strategically used within our science classrooms. Close examination of this data by learning support teachers can

help to close the achievement gap for the subgroup of students with disabilities.

Teachers will need to implement STEEL Standard into their daily instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Pennsylvania CareerZone	We work closely with our counselors to ensure that all student meet the state career requirements.

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.

CareerZone allows for students to explore pathways at the elementary level.

CareerZone allows for students to create a career hub and store career artifacts.

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.

CareerZone may not be used as much as it should due to a limited amount of time throughout the school day.
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CareerZone may not be as much of a priority within the school day due to preparation for the state mandated assessment (PSSA).
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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

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

Student Groups by Race/Ethnicity

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

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.

i-Ready diagnostic data will allow teachers to pinpoint instruction for students within each of the identified student groups listed in this plan.
i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.

The MTSS academic process is being developed and implemented this year. This will help identify individual academic needs and help teachers focus instruction for the students.

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.

i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

This will be the second year using the i-Ready diagnostic assessments, data reports, and personalized learning software. While some teachers are feeling more comfortable analyzing classroom data, the majority will require continued support and training in how to administer the assessments and use the data in a meaningful manner (closing achievement gaps).

The staff will need professional development to understand the MTSS process, identify data, and tailor lessons to the students.

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	Exemplary
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	Emerging
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	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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 *

Identify and address individual student learning needs *
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Foster a culture of high expectations for success for all students, educators, families, and community members *
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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
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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?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Identify professional learning needs through analysis of a variety of data *
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Use multiple professional learning designs to support the learning needs of staff *

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
All Student Group met the interim target goal in math with 62.2% scoring Prof/ADV	False
The Lowest performing 33% of students met academic growth in ELA	True
27% of Students Scored Advanced in Mathematics	True
56.8% of Economically disadvantage students scored ADV/Prof on the Math PSSA	True
Use of i-Ready data will allow for teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.	True
STAR Reading assessments have allowed every student in the building to build a love for literacy and provides each one with reading materials to use within their zone of proximal development (ZPD). This assessment data has also provided teachers with valuable information to use when designing small group instruction. The school's AR program has helped contribute to higher than state average PSSA scores every year.	False
Use of i-Ready data will allow teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.	False
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on both data from the diagnostic benchmark taken 3 times per year.	False
i-Ready allows students to work on a personalized learning pathway based on data from the diagnostic assessment.	False
Use of CDT data has allowed teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.	False
CareerZone allows for students to explore pathways at the elementary level.	False
CareerZone allows for students to create a career hub and store career artifacts.	False
i-Ready diagnostic data will allow teachers to pinpoint instruction for students within each of the identified student groups listed in this plan.	False
Departmentalization in fourth and fifth grades with a focus on the science teacher becoming an expert in the	False

science content.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.	True
Identify and address individual student learning needs *	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True
The MTSS academic process is being developed and implemented this year. This will help identify individual academic needs and help teachers focus instruction for the students.	False

Challenges

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

Strength	Check for Consideration in Plan
Only 29.4% of students identified with a learning disability scored proficient/advanced in ELA	True
30% of all students scored basic in Math PSSA	True
i-Ready data will need to be strategically used in ALL classrooms. Close examination of this data by learning support teachers and Title I staff can help to close the achievement gap for the subgroup of students with disabilities and economically disadvantaged students.	False
i-Ready data will need to be strategically used in ALL classrooms. Close examination of this data by learning support teachers and Title I staff can help to close the achievement gap for the subgroup of students with disabilities and economically disadvantaged students.	False
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on data from the diagnostic benchmark taken 3 times per year and performance on the daily practice. The practice component requires teachers to monitor individual students performance consistently and to prioritize that time be allotted for this practice	False
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway based on data from the diagnostic benchmark taken 3 times per year and performance on the daily practice. The practice	False

component requires teachers to monitor individual students performance consistently and to prioritize that time be allotted for this practice	
CDT data needs to be strategically used within our science classrooms. Close examination of this data by learning support teachers can help to close the achievement gap for the subgroup of students with disabilities.	False
CareerZone may not be used as much as it should due to a limited amount of time throughout the school day.	False
CareerZone may not be as much of a priority within the school day due to preparation for the state mandated assessment (PSSA).	False
i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.	False
This will be the second year using the i-Ready diagnostic assessments, data reports, and personalized learning software. While some teachers are feeling more comfortable analyzing classroom data, the majority will require continued support and training in how to administer the assessments and use the data in a meaningful manner (closing achievement gaps).	False
Teachers will need to implement STEEL Standard into their daily instruction.	True
The staff will need professional development to understand the MTSS process, identify data, and tailor lessons to the students.	True
Teachers adhering to the school districts curricular plan for science across grade levels.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	True
Use multiple professional learning designs to support the learning needs of staff *	False
Identify professional learning needs through analysis of a variety of data *	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.

Our school's subgroup of 'students with disabilities' and economically disadvantaged should continue to be an area of focus (showing continual academic growth). In addition, building leadership among the teaching staff and offering professional learning opportunities that will serve our mission and vision for the district is paramount.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Only 29.4% of students identified with a learning disability scored proficient/advanced in ELA	This subgroup represents a large portion of our student population.	True
30% of all students scored basic in Math PSSA	This area is continuing to increase over the last couple of years.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *		False
Teachers will need to implement STEEL Standard into their daily instruction.		False
The staff will need professional development to understand the MTSS process, identify data, and tailor lessons to the students.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of i-Ready data will allow for teachers to focus on student growth and create personalized learning goals for each student based on ongoing assessment. Students continually show growth from the beginning of the year to the end of the year.	By utilizing teachers with flexibility in their schedule to support small groups of students struggling to meet personalized learning goals, we can assure all students are access the benefits of i-Ready. Past data supports that the proper implementation and completion of the practice component of personalized learning in i-Ready has a positive impact on all learners.
i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.	Data driven decision making and instruction IS taking place in the classroom. Teachers are using assessment data in a sophisticated manner. With this said, we need to examine using an assessment tool that is consistent across all grade levels (K-4)
The Lowest performing 33% of students met academic growth in ELA	
27% of Students Scored Advanced in Mathematics	This is an area to continue to foster growth in with targeted instruction to meet the needs of these students.
56.8% of Economically disadvantage students scored ADV/Prof on the Math PSSA	

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	Proper utilization of data gleaned from a variety of assessments will provide a comprehensive look at individual students and groups of students to make informed decisions when making programmatic and instructional adjustments.
Identify and address individual student learning needs *	When data analysis reveals that core instruction falls short of meeting the needs of all students, interventions should be designed and/or implemented to fill any emerging gaps for individual students.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will use assessment data in order to target instruction that will help the subgroup of students to show growth. This growth will ultimately lead to higher overall proficiency on the PSSA. Using specific data from i-Ready, staff will be able to pinpoint instruction and address specific student needs.
	Teachers will use assessment data in order to target instruction that will help the subgroup of students to show growth. This growth will ultimately lead to higher overall proficiency on the PSSA. Using specific data from i-Ready, staff will be able to pinpoint instruction and address specific student needs.

Goal Setting

Priority: Teachers will use assessment data in order to target instruction that will help the subgroup of students to show growth. This growth will ultimately lead to higher overall proficiency on the PSSA. Using specific data from i-Ready, staff will be able to pinpoint instruction and address specific student needs.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Conneaut Valley Elementary students will meet the state's goal for economically disadvantaged students in the content area of ELA (Building target for 2024 Econ. Dis. Subgroup in ELA =72%)			
Measurable Goal Nickname (35 Character Max)			
Using assessment data to drive instruction (ELA - Econ Dis)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1st Quarter - Complete the i-Ready baseline assessment in ELA	2nd Quarter - 75% of students within this subgroup will demonstrate a trajectory to meet their typical growth goal on i-Ready.	3rd Quarter - 95% of students within this subgroup will meet their typical growth goal for the year.	4th Quarter - The percentage of students scoring Prof./Adv. in ELA in our Economically Disadvantaged Subgroup will meet or exceed our interim school goal of 72%

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will use assessment data (diagnostic, formative, and summative) to monitor student growth and meet the state's goal for students with disabilities in the content area of ELA (Building target for 2025 Subgroup in ELA = 39%)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1st Quarter - Complete the i-Ready baseline assessment in ELA	2nd Quarter - 50% of students within this subgroup will demonstrate a trajectory to meet their typical growth goal on i-Ready	3rd Quarter - 75% of students within this subgroup will meet their typical growth goal for the year.	4th Quarter - The percentage of students scoring Prof./Adv. in ELA in our Students with Disabilities subgroup will meet or exceed our interim school goal of 39%.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
70% of kindergarten students in the district will place "Mid or Above Grade Level" on their EOY ELA iReady diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1st Quarter - Complete the i-Ready baseline assessment in ELA	2nd Quarter - 35 % of students in kindergarten will demonstrate a trajectory to meet their typical growth goal on i-Ready	3rd Quarter - 50% Of students in kindergarten will meet their typical growth goal for the year.	4th Quarter - 70% Of students in kindergarten will meet their typical growth goal for the year.

Priority: Teachers will use assessment data in order to target instruction that will help the subgroup of students to show growth. This growth will ultimately lead to higher overall proficiency on the PSSA. Using specific data from i-Ready, staff will be able to pinpoint instruction and address specific student needs.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
60% of 1st and 2nd grade students at Conneaut Valley will place "Mid or Above Grade Level" on their EOY ELA iReady diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
1st and 2nd grade students will demonstrate a trajectory to meet their growth goal in ELA.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1st Quarter - Complete the i-Ready baseline assessment in ELA	2nd Quarter - 35 % of 1st and 2nd grade students will demonstrate a trajectory to meet their typical growth goal on i-Ready	2nd Quarter - 50 % of 1st and 2nd grade students will demonstrate a trajectory to meet their typical growth goal on i-Ready	2nd Quarter - 60 % of 1st and 2nd grade students will demonstrate a trajectory to meet their typical growth goal on i-Ready

Action Plan

Measurable Goals

Using assessment data to drive instruction (ELA - Econ Dis)	1st and 2nd grade students will demonstrate a trajectory to meet their growth goal in ELA.

Action Plan For: Data analysis and Improvement

Measurable Goals:
<ul style="list-style-type: none"> Conneaut Valley Elementary students will meet the state's goal for economically disadvantaged students in the content area of ELA (Building target for 2024 Econ. Dis. Subgroup in ELA =72%)

Action Step		Anticipated Start Date	Anticipated Completion Date
Review data from iReady, PSSA, and curriculum assessments to analyze student growth and plan instruction		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Damian Goodman/Principal	Reports from iReady, Firefly, CDTs Grade Level and BLT Meetings Implementing an MTSS Process	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be able to attain a years worth of growth in ELA,	Classroom Teachers and principal Biweekly grade level meetings Biweekly BLT Meetings

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">Data analysis and Improvement	Title I teacher salaries and benefits	372780
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Data analysis and Improvement	Title I teacher salaries and benefits	100140
Instruction	<ul style="list-style-type: none">Data analysis and Improvement	Supplies and resources to support the Title I SWP	9899
Total Expenditures			482819

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data analysis and Improvement	Review data form iReady, PSSA, and curriculum assessments to analyze student growth and plan instruction

MTSS Understanding and Analysis

Action Step		
<ul style="list-style-type: none"> Review data form iReady, PSSA, and curriculum assessments to analyze student growth and plan instruction 		
Audience		
K - 5 Classroom Teachers		
Topics to be Included		
MTSS process overview, data analysis, building student subgroups		
Evidence of Learning		
Data will be reviewed and students will be placed in tiers for interventions.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Damian Goodman	2025-10-13	2026-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Biweekly grade level meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Adam Jardina	2025-09-26
Building Principal Signature	Date
Damian Goodman	2025-09-26
School Improvement Facilitator Signature	Date
Yvonne Teed	2025-09-26