

Vision for Learning

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The Greenville Area School District believes every child is a candidate for greatness, therefore our mission is to equip all students with knowledge, competencies and desire to face the challenges necessary to achieve fulfillment in a global society. In support of this mission, the elementary school will provide differentiated instruction for students that targets skills in need of improvement and provides enrichment opportunities that promote higher level thinking skills.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
44% of students in grades 3-6 did not achieve an advanced or proficient score on the ELA PSSA in 22-23.	Many students have not mastered foundational reading skills that creates difficulties for their reading performance. Consideration of a re-design of flexible grouping time is needed.	True
Mastery level of basic math facts needs greater focus		False
Amount of instructional time dedicated to math instruction in primary grades		False
Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices	Regularly scheduled data team meetings at each grade level to analyze information from IXL math and reading benchmark assessments, and AIMSweb (K only), Formalized interim assessment procedures between benchmarks.	True
Large class sizes at some grade levels requiring additional teachers; use of staff paid with federal funds as class size reduction teacher		False
Increased focus on language usage in grades K-2 would assist in developing comprehension skills of students in grades 3-6		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Small group pull-out and push instruction by Title staff that targets individual student needs	Use of data teams to identify student needs
Support staff available at each grade level for extended periods of the school day.	
Students with disabilities met or exceeded the state growth standard in both ELA and math. Some students from this group have scored at the advanced level.	

Each student in grades 3-6 produces two artifacts for their portfolio annually using the Xello program.	
Identify and address individual student learning needs	Use the data team meetings to identify students for various MTSS flex groups and target instruction.
Consistent program used to teach math facts in grades 1-2 and 3-6.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Below Average ELA PSSA results: To address this challenge, staff paid with Title funding will be utilized to provide pull-out or push-in remediation instruction for students in grades 3-6. Additional assistance for reading in grades K-2 will also take place.
	Data Analysis and Assessment To address this challenge, the elementary staff will need to conduct regularly scheduled data team meetings at each grade level. The goal of these meetings will be to analyze assessment data and plan instruction based on that analysis. The elementary school will use IXL reading and math as a benchmarking system and data source. Formalized progress monitoring assessments must occur between the benchmark exams must be completed. Staff paid with federal funds will assist in managing the administration of the assessments and data meetings.

Goal Setting

Priority: Data Analysis and Assessment To address this challenge, the elementary staff will need to conduct regularly scheduled data team meetings at each grade level. The goal of these meetings will be to analyze assessment data and plan instruction based on that analysis. The elementary school will use IXL reading and math as a benchmarking system and data source. Formalized progress monitoring assessments must occur between the benchmark exams must be completed. Staff paid with federal funds will assist in managing the administration of the assessments and data meetings.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
During the 2024-25 school year, teachers will complete a minimum of five data team meetings to analyze benchmark exams and progress monitoring assessment data from classroom assessments and IXL Reading and Math.			
Measurable Goal Nickname (35 Character Max)			
Data Team Meetings			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Teachers and staff will completed at least one data team meeting.	Teachers and staff will have completed a minimum of two data team meetings during the school year.	Teachers and staff will have completed a minimum of four data team meetings during the school year.	Teachers and staff will have completed complete a minimum of five data team meetings during the school year.
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Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
During the 2024-25 school year, students will complete a minimum of three benchmark exams times and five progress monitoring assessments using the IXL Math and Reading.			
Measurable Goal Nickname (35 Character Max)			
Benchmark Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will have completed one benchmark exam.	Students will have completed two benchmark exams and at least two progress monitoring assessments.	Students will have completed three benchmark exams and at least four progress monitoring assessments.	Students will have completed a minimum of three benchmark exams and at least five progress monitoring assessments.

Priority: Below Average ELA PSSA results: To address this challenge, staff paid with Title funding will be utilized to provide pull-out or push-in remediation instruction for students in grades 3-6. Additional assistance for reading in grades K-2 will also take place.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by 3-5%			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Student learning needs will be identified through the data team meeting process will receive targeted, small-group instruction for approximately 30 minutes at least 4 times per week.	Student learning needs will be identified through the data team meeting process will receive targeted, small-group instruction for approximately 30 minutes at least 4 times per week.	Student learning needs will be identified through the data team meeting process will receive targeted, small-group instruction for approximately 30 minutes at least 4 times per week.	Students in grades 3-6 scoring at the advanced or proficient level on the 2025 reading PSSA will increase by 3-5%

Action Plan

Measurable Goals

ELA PSSA	Benchmark Assessments
Data Team Meetings	

Action Plan For: Benchmark Assessments

Measurable Goals:
<ul style="list-style-type: none"> During the 2024-25 school year, students will complete a minimum of three benchmark exams times and five progress monitoring assessments using the IXL Math and Reading.

Action Step		Anticipated Start/Completion Date	
Benchmark assessments for both reading and math will be given two to three times per year. IXL Reading and Math will be used as a benchmarking system in grades 1-6. Kindergarten will use Aimsweb+ as their benchmark assessment. Grades 1-2 will use AIMSweb+ for benchmark assessments in addition to IXL. In between benchmark assessments, common progress monitoring instruments will be administered at each grade that may include IXL, ESGI, and other formative assessments.		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Beth Schaller, Elementary Principal	Training in analyzing IXL scores and training on administering IXL assessments. Tech resources to administer assessments Purchase benchmark assessment software licenses Federal funds will be used to pay the salary and benefits of the instructional staff who will administer these assessments and then deliver instruction based on student needs identified from the testing data. The district will use \$324,658 of its Title I funding to pay for the salaries of the staff administering the assessments and then delivering instruction. A total of \$100,425 of Title I funds will be spent on benefits for the staff administering the assessments and then delivering instruction. An additional \$90,312 from Title II and IV will also be used to pay benefits for the staff that will deliver lessons that support the identified student needs.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Results from assessments will be used to inform data team meetings. Occurrences of differentiated instruction based on student performance data will increase	Building administrators will monitor the implementation of benchmark assessments and progress monitoring processes by setting a testing schedule 2-3 times per year.

Action Plan For: Data Team Meetings

Measurable Goals:
<ul style="list-style-type: none"> During the 2024-25 school year, teachers will complete a minimum of five data team meetings to analyze benchmark exams and progress monitoring assessment data from classroom assessments and IXL Reading and Math.

Action Step		Anticipated Start/Completion Date	
During the 2024-25 school year, teachers will complete a minimum of five data team meetings to analyze benchmark exams and progress monitoring assessment data from classroom assessments and IXL Reading and Math.		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Nehlen, Reading Specialist	Assessment reporting website Spreadsheets for each grade level Schedule of meeting dates Data team meeting agenda Federal funds will be used to pay the salary and benefits of the intervention specialists that will lead these meetings, assist with instructional planning based on the data, and/or deliver lessons that support the identified student needs. The district will use \$324,658 of its Title I funding to pay for the salaries of the staff administering the assessments and then delivering instruction. A total of \$100,425 of Title I funds will be spent on benefits for the staff administering the assessments and then delivering instruction. An additional \$90,312 from Title II and IV will also be used to pay benefits for the staff that will deliver lessons that support the identified student needs.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Digital data wall created using a spreadsheet to track student progress Frequency of differentiated instruction based on student data will increase Composition of small remediation groups will vary based on discussions at data meeting	Outputs of data team meetings will be shared with members of the administration and teaching staff after each meeting. Data wall will be accessible by the building administration and pertinent teaching staff. Data team output will be reviewed by the building administration after each meeting.

Action Plan For: ELA PSSA

Measurable Goals:
<ul style="list-style-type: none"> Students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by 3-5%

Action Step	Anticipated Start/Completion

		Date	
Data team meetings and targeted small group remediation sessions will assist students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by 3-5%		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Beth Schaller, Elementary Principal	Reading remediation materials Evidence from data team process Master schedule of intervention times Federal funds will be used to pay the salary and benefits of the staff that will deliver lessons that support the identified student needs. The district will use \$324,658 of its Title I funding to pay for the salaries of the staff administering the assessments and then delivering instruction. A total of \$100,425 of Title I funds will be spent on benefits for the staff administering the assessments and then delivering instruction. An additional \$90,312 from Title II and IV will also be used to pay benefits for the staff that will deliver lessons that support the identified student needs.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by at least 4%	Progress on IXL benchmark assessments by administrators, grade level teachers, and Title I staff following benchmark assessments during data team meetings. Review of IXL diagnostic assessment data by administrators, grade level teachers, and Title I staff following benchmark assessments during data team meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Benchmark Assessments	Benchmark assessments for both reading and math will be given two to three times per year. IXL Reading and Math will be used as a benchmarking system in grades 1-6. Kindergarten will use Aimsweb+ as their benchmark assessment. Grades 1-2 will use AIMSweb+ for benchmark assessments in addition to IXL. In between benchmark assessments, common progress monitoring instruments will be administered at each grade that may include IXL, ESGI, and other formative assessments.
ELA PSSA	Data team meetings and targeted small group remediation sessions will assist students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by 3-5%

Benchmark Assessments

Action Step		
<ul style="list-style-type: none"> Benchmark assessments for both reading and math will be given two to three times per year. IXL Reading and Math will be used as a benchmarking system in grades 1-6. Kindergarten will use Aimsweb+ as their benchmark assessment. Grades 1-2 will use AIMSweb+ for benchmark assessments in addition to IXL. In between benchmark assessments, common progress monitoring instruments will be administered at each grade that may include IXL, ESGI, and other formative assessments. 		
Audience		
Classroom teachers in grades 1-6 Intervention specialists Special Education teachers Building administrators		
Topics to be Included		
Administration of IXL math and reading benchmarks and diagnostic assessments Creating student groups based on strengths and areas in need of improvement Analysis of data from IXL assessments and practice Ways to use data to drive instruction		
Evidence of Learning		
IXL will be accurately rostered, administered, analyzed, and used to plan targeted, small group instruction to increase student achievement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Heather Hawkins, Elementary Principal	2024-08-21	2024-11-29

Learning Format

Type of Activities	Frequency
Inservice day	Various virtual sessions after administration of benchmark assessments Peer coaching will take place throughout the process
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Action Step		
<ul style="list-style-type: none"> Data team meetings and targeted small group remediation sessions will assist students in grades 3-6 scoring at the advanced or proficient level on the 2025 ELA PSSA will increase by 3-5% 		
Audience		
Classroom teachers in grades 1-6 Intervention specialists Special Education teachers Building administrators		
Topics to be Included		
Elements of structured literacy Using structured literacy in the classroom		
Evidence of Learning		
Teachers will implement elements of structured literacy into their language arts lessons		
Lead Person/Position	Anticipated Start	Anticipated Completion
Heather Hawkins, Principal	2024-09-23	2025-05-02

Learning Format

Type of Activities	Frequency
Inservice day	Once during the first nine weeks followed by training check-ins throughout the remainder of the year. Additionally, online and/or in-person coaching may occur throughout the school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	