

## Greenville Elementary School

Schoolwide Title 1 School Plan | 2025 - 2026

### Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Beth Schaller	Principal	GASD	bschaller@greenville.k12.pa.us
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### Vision for Learning

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.

### Most Notable Observations/Patterns

The students at the elementary school did not meet the state expected levels for advanced or proficient performance on the PSSA in both ELA and math. Grade levels with larger enrollments may benefit from additional sections taught by staff paid with federal funds to reduce class sizes. Progress has been made in helping students master their basic math facts, yet the challenge persists across all grade levels. Similarly, the acquisition and retention of foundational reading skills remain a challenge, particularly in the primary grade levels.

Recent PSSA results show that students at the elementary school did not meet state expectations for advanced or proficient performance in both ELA and math. To address this, grade levels with higher enrollment may benefit from smaller class sizes supported by federally funded staff. While progress has been made in helping students master basic math facts, this continues to be a challenge across all grades. Similarly, foundational reading skills—especially in the primary grades—remain an area of concern, highlighting the need for targeted, early literacy interventions.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points
44% of students in grades 3-6 did not achieve an advanced or proficient score on the ELA PSSA in 23-24.	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.
Mastery level of basic math facts needs greater focus	
Amount of instructional time dedicated to math instruction in primary grades	
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 FastBridge math and reading benchmark assessments, Formalized interim assessment procedures between benchmarks.
Large class sizes at some grade levels requiring additional teachers; use of staff paid with federal funds as class size reduction teacher	
Increased focus on language usage in grades K-2 would assist in developing comprehension skills of students in grades 3-6	
Placing more focus on instructional strategies aligned with the science of reading may help students to develop their skills.	

### 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
Frequent progress monitoring by regular education staff supported by intervention specialists	
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.	

## 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 FastBridge reading and math assessments 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 2025-26 school year, teachers will complete a minimum of five data team meetings to analyze benchmark exams and progress monitoring assessment data from classroom assessments, FastBridge, and IXL in 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.

### Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

### Measurable Goal Statement (Smart Goal)

During the 2025-26 school year, students will complete a minimum of three benchmark exams times and five progress monitoring assessments using FastBridge and IXL Math and Reading assessments.

### 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 2026 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 2026 reading PSSA will increase by 3-5%

## Action Plans

### Benchmark Assessments

**Measurable Goals:** During the 2025-26 school year, students will complete a minimum of three benchmark exams times and five progress monitoring assessments using FastBridge and IXL Math and Reading assessments.

Action Step		Anticipated Start/Completion Date	
Benchmark assessments for both reading and math will be given two to three times per year. FastBridge Reading and Math will be used as a benchmarking system and progress monitoring in grades K-6. In between benchmark assessments, common progress monitoring instruments will be administered at each grade that may include IXL, ESGI, and other formative assessments.		2025-08-21	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Beth Schaller, Elementary Principal	Training in analyzing FastBridge scores Training on administering FastBridge 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.	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.	

## Data Team Meetings

**Measurable Goals:** During the 2025-26 school year, teachers will complete a minimum of five data team meetings to analyze assessment data from classroom assessments, FastBridge, and IXL Reading and Math.

Action Step		Anticipated Start/Completion Date	
During the 2025-26 school year, teachers will complete a minimum of five data team meetings to analyze benchmark exams and progress monitoring assessment data from classroom assessments, IXL Reading and Math and FastBridge.		2025-08-21	2026-05-29
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.	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.	

## ELA PSSA

**Measurable Goals:** Students in grades 3-6 scoring at the advanced or proficient level on the 2026 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 2026 ELA PSSA will increase by 3-5%		2025-08-21	2026-05-29
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.	Yes	
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
Students in grades 3-6 scoring at the advanced or proficient level on the 2026 ELA PSSA will increase by at least 4%		Progress on FastBridge benchmark assessments by administrators, grade level teachers, and Title I staff following benchmark assessments during data team meetings. Review of diagnostic assessment data by administrators, grade level teachers, and Title I staff following benchmark assessments during data team	

meetings.

## Professional Development Activities

### Benchmark Assessments

**Action Step** Benchmark assessments for both reading and math will be given two to three times per year. FastBridge Reading and Math will be used as a benchmarking system and progress monitoring in grades K-6. 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 FastBridge math and reading benchmarks and diagnostic assessments Creating student groups based on strengths and areas in need of improvement Analysis of data from FastBridge assessments and practice ways to use data to drive instruction

#### Evidence of Learning

FastBridge will be accurately rostered, administered, analyzed, and used to plan targeted, small group instruction to increase student achievement.

#### Lead Person/Position

Beth Schaller, Elementary Principal

#### Anticipated Start

2025-08-21

#### Anticipated Completion

2025-11-28

#### Type of Activities

Inservice day

#### Frequency

Various virtual sessions after administration of benchmark assessments Peer coaching will take place throughout the process

## Science of Reading

**Action Step** 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 2026 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 the science of reading Using the science of reading in the classroom

#### Evidence of Learning

Teachers will implement elements of the science of reading into their language arts lessons

#### Lead Person/Position

Beth Schaller, Elementary Principal

#### Anticipated Start

2025-09-22

#### Anticipated Completion

2026-05-01

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.