2025-26 School Success Plan

The Mission of the Green Bay Area Public School District is to educate all students to be college, career and community ready, inspired to succeed in our diverse world.

[Green Bay Area Public School District's Strategic Plan.]

School Mission: We are a high achieving community of diverse learners that celebrates individual talents and skills for success in our world.

Students will: Guidelines for Success
- Be Respectful
- Be Attentive
- Be Responsible
- Be Appreciative

Staff will:
- **Learning for All** - Staff will participate in professional learning in order to work individually and collaboratively to plan, assess and meet the needs of ALL students, and hold them to high expectations.
- **Data, Instruction, and Learning** - We will meet learners where they are at, set goals, use data to measure progress, and celebrate growth and achievement.
- **Culture and Climate** - We will create a climate of respect by building relationships with our students, families, and colleagues leading to a sense of belonging.

	School-wide goals
Literacy (use state assessment)	90% of 4K students will produce the correct sound for 10-20 lowercase and 10-20 uppercase letters. **aimsWeb Plus:** Students who placed **at/above** the 25%ile in the fall aimswebPlus foundational literacy screener will place at or above the 25%ile in grade level-specified aimswebPlus indicators in Spring 2025. Students who placed **below** the 25%ile in the fall aimswebPlus foundational literacy screener will increase performance to grow at least one national percentile band in grade level-specified aimswebPlus indicators in Spring 2025. **Benchmark/ State Assessment:** The number of students in the proficient or advanced category (grades 3-11) will increase by 4% as measured by State assessments (Forward Exam).
Numeracy (use state assessment)	80% of 4K students will identify 8 numbers between 1-10. 85% of Grades K-5 will demonstrate proficiency on the Elementary Math End of Year Assessment, given in May 2025, or increase their score by 5% from the October Number Corner to the Elementary Math End of Year Assessment. **Benchmark/ State Assessment:** The number of students in the proficient or advanced category (grades 3-11) will increase by 4% as measured by State assessments (Forward Exam).
Social Emotional Learning (use Panorama Spring to Spring)	Based on the Danz Panorama Survey, the percent of students in grades 3-5 reporting the ability to use coping skills to emotionally regulate will increase by 5% from spring 2025 to spring 2026.

High Priority Strategies/Action Steps	

Literacy	• Professional learning to build capacity in culturally responsive practices. (UnboundEd)
	
	• **Professional Learning Communities (PLCs):**
	  ○ Review/ revise collective commitments and mutual accountability
	  ○ Foster collaborative planning among teachers to develop and share effective instructional strategies
	  ○ Explore co-serving/ co-teaching models
	  ○ Develop data literacy to inform instruction
	  ○ Engage in coaching cycles to accelerate student learning and deepen teacher practice

	● **Science Based Early Literacy (professional learning & implementation)**: Staff will engage in professional learning that supports them in designing instruction and assessment practices that are: ○ Based in grade-level standards ○ Systematic and explicit ○ Consists of the following:phonological awareness, phonemic awareness, building background knowledge, oral language development, vocabulary building, instruction in writing, comprehension and reading fluency
Numeracy	● Staff will engage in high functioning data driven co-planning sessions to provide high-quality targeted instruction and increase numeracy acquisition ○ Co-planning with co-serving partners ○ Standards-based goal-setting for flexible differentiated instruction ○ Evidence of student learning present for all collaborative sessions ○ Engagement in coaching cycles in order to address student needs
Social Emotional Learning	● Focus on attendance and engagement of students that is intentional for all students. Implement tiered interventions for students with 10 or more days of absence.

* *This public document represents a summary of the school success plan and continuous improvement process. Please contact the school principal for additional information on the comprehensive plan.*