

LINCOLN EL SCH

98 Lefever Street

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Lincoln Elementary School, in accordance with Gettysburg Area School District provides a safe and caring learning environment where students develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed in today's world and in a world we cannot yet define or imagine.

STEERING COMMITTEE

Name	Position	Building/Group
Matthew E. McFarland Sr.	Principal	Lincoln Elementary/GASD
Amanda Staub	Guidance Counselor	Lincoln Elementary/GASD
Sherry Becker	Reading Specialist	Lincoln Elementary/GASD
Andrea Sneeringer	Reading Specialist	Lincoln Elementary/GASD
Sharon Smith	Reading Specialist	Lincoln Elementary/GASD
Angela Suehr	Community Member	Community
Shannon Jones	Learning Support Teacher	Lincoln Elementary/GASD
Beverly Bradnick	Learning Support Teacher	Lincoln Elementary/GASD
Amanda Stanley	Psychologist	Lincoln Elementary/GASD
Jamie La Vergne	Gifted Teacher	Lincoln Elementary/GASD
Lisa Gray	ESL Teacher	Lincoln Elementary/GASD
Christine Lay	District Level Leaders	GASD
Jason Perrin	Chief School Administrator	GASD

Name	Position	Building/Group
Kelly Dewees	District Level Leaders	GASD
Jenna Waybright		Community

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our school will focus on our core phonics instruction in order to improve reading accuracy among our entire school population. our staff will utilize the expertise of our reading specialists and coaches in order to assist with data analysis and instructional practices	English Language Arts
Our school will focus our instruction in the area of mathematical reasoning and early numeracy. This will improve the mathematical accuracy of our entire school population. Our staff will utilize the expertise of our math coach in order to assist with data analysis and instructional practices	Mathematics
Our school will take steps to improve communication and ensure transparency with families and increase family engagement in school activities.	Community Engagement Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy
Implement research based core phonics instructional program
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Reading Composite Score Growth	80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their reading composite scores measured by Acadience assessments during the 2022-2023 academic year.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilized ESSER Funds to employ a reading coach to assist our staff with the implementation and instruction of our core phonics program	2022-08-22 - 2023-05-31	Dr. McFarland - Principal Dr. Lay - Assistant Supt.	ESSER Funds, coach, phonics program
Purchase and utilize decodable texts	2022-08-22 - 2023-05-31	Dr. McFarland - Principal R. Morris - Reading Coach Dr. Lay - Assistant Supt.	Funds, texts, coaching on how to use text in small group instruction
Hold literacy night(s) for families	2022-08-22 - 2023-05-31	Dr. McFarland - Principal Reading Specialists	Use of district funds to purchase materials needed to literacy nights, staffing for event
Bi-weekly reading meetings to analyze data and instructional practices.	2022-08-22 - 2023-05-31	Dr. McFarland - Principal Reading Specialists	Access to data measures, time schedule to meet in the daily schedule
Anticipated Outcome			
Improved growth in reading composite scores.			

Monitoring/Evaluation

This will be evaluated via our progress monitoring procedures. All school personnel will use acadience measures and other local data to monitor students growth and adjust instructional practices.

Evidence-based Strategy

Math Instructional Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Composite Score Growth	80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their math composite scores measured by Acadience assessments during the 2022-2023 academic year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use of ESSER funds to employ an elementary math coach	2022-08-22 - 2023-05-31	Dr. Lay - Asst. Sup Dr. McFarland - Principal	Funds to pay for math coach, time in the schedule to meet with coach, use of funds to support coaching and materials to be implemented in the classroom
Engage staff members in professional development related to the development of early numeracy and math concepts.	2022-08-22 - 2023-05-31	Dr. McFarland - Principal	Time for PD, related to materials early numeracy development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor the implementation of PD-related instructional practices	2022-08-22 - 2023-05-31	Dr. McFarland - Principal	

Anticipated Outcome
Improved growth in math composite scores.

Monitoring/Evaluation
The use of our math coach will be monitored and evaluated by the principal. Successful use of the coach will be measured by the time staff members meet with the coach. All staff members will evaluate the growth that occurs via instructional support and in return student growth. Our staff will use star math, acadience measures, and our local assessments.

Evidence-based Strategy
Community Engagement & Transparency of Data

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Community Engagement & Transparency of Data	Our school will make data and goals visible to families via our website.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Share our data and goals to our families and community via our website	2022-08-22 - 2023-05-31	Dr. McFarland - Principal	Access to data and district website
Hold data/family events for families.	2022-08-22 - 2023-05-31	Dr. McFarland - Principal Academic Core Team Members Teachers	Data District funds to purchase food/snacks and entertainment for families

Anticipated Outcome

Increased community engagement and transparency of data with our community and families.

Monitoring/Evaluation

Dr. McFarland - Principal



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their reading composite scores measured by Acadience assessments during the 2022-2023 academic year. (Reading Composite Score Growth)	Implement research based core phonics instructional program	Purchase and utilize decodable texts	08/22/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their reading composite scores measured by Acadience assessments during the 2022-2023 academic year. (Reading Composite Score Growth)	Implement research based core phonics instructional program	Bi-weekly reading meetings to analyze data and instructional practices.	08/22/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their math composite scores measured by Acadience assessments during the 2022-2023 academic year. (Math Composite Score Growth)	Math Instructional Coaching	Engage staff members in professional development related to the development of early numeracy and math concepts.	08/22/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Our school will make data and goals visible to families via our website. (Community Engagement & Transparency of Data)	Community Engagement & Transparency of Data	Hold data/family events for families.	08/22/2022 - 05/31/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Learners at Lincoln Elementary continue to perform at a higher rate than the state average. (2018-2019 Data)

Lincoln Elementary School's attendance rate exceeds the state standard. (2018-2019 Data)

We continue to develop and offer an extensive career day and readiness program.

Lincoln Elementary School provides varied assessments to students thus gathering multiple data points across all content areas.

Lincoln Elementary School has a positive environment directly impacts our high levels of attendance. (School spirit days, family nights, Staff supported by PTO)

74% of Kindergarten students scored at or above the benchmark for the PSF score.

79% of 4th grade students scored at or above the benchmark for the ORF accuracy score.

64% 3rd grade students scored at or above the benchmark for the

Challenges

Lincoln Elementary School's data shows that our students that are economically disadvantaged are not growing at the rate of their peers. (2018-2019 Data)

Based up on 2018-2019 PSSA results, Lincoln Elementary School did not meet expected growth in ELA. (2018-2019 Data)

Based up on 2018-2019 PSSA results, Lincoln Elementary School did not meet expected growth in Math. (2018-2019 Data)

Lincoln Elementary School's data shows that our students with disabilities are not growing at the rate of their peers in the area of math. (2018-2019 Data)

Ensuring that students attend score in order to participate in our programming offered.

Lincoln Elementary School has successfully implemented a PBIS team and develop a schoolwide plan.

47% 2nd students scored at or above the benchmark for the reading composite score.

49.2% of 3rd grade students performed proficient or advanced on

Strengths

ORF accuracy score.

68% of 4th grade students scored at or above the benchmark for the composite score

60% of 3rd grade students scored at or above the benchmark for the composite score

68% of 5th grade students scored at or above the benchmark for the composite score

81% of 4th grade students performed proficient or advanced on the 2022 PSSAs

In math, 38.8% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2020-2021 data)

In English language arts, 36.7% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2020-2021 data)

Challenges

the 2022 PSSAs

55% of 1st grade students scored at or above the benchmark for the ORF Word correct score.

52% of 5th grade scored at or above the benchmark for the ORF accuracy score.

39% of 2nd grade students scored at or above the benchmark for the composite score

40% of 5th grade students performed proficient or advanced on the 2022 PSSAs

42% of 2nd grade students scored at or above benchmark in computation

58% of Kindergarten students scored at or above the benchmark for next number fluency

39% of 2nd grade students scored at or above the benchmark for the composite score

58% of Kindergarten students scored at or above the benchmark for next number fluency

In English language arts, 10% of students with disabilities scored proficient or advanced on their PSSAs. (2020-2021 data)

Challenges

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

47% 2nd students scored at or above the benchmark for the reading composite score.

40% of 5th grade students performed proficient or advanced on the 2022 PSSAs

Implement evidence-based strategies to engage families to support learning

ADDENDUM B: ACTION PLAN

Action Plan: Implement research based core phonics instructional program

Action Steps	Anticipated Start/Completion Date
Utilized ESSER Funds to employ a reading coach to assist our staff with the implementation and instruction of our core phonics program	08/22/2022 - 05/31/2023
Monitoring/Evaluation	Anticipated Output
This will be evaluated via our progress monitoring procedures. All school personnel will use acadience measures and other local data to monitor students growth and adjust instructional practices.	Improved growth in reading composite scores.
Material/Resources/Supports Needed	PD Step
ESSER Funds, coach, phonics program	no

Action Steps**Anticipated Start/Completion Date**

Purchase and utilize decodable texts

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

This will be evaluated via our progress monitoring procedures. All school personnel will use acadience measures and other local data to monitor students growth and adjust instructional practices.

Improved growth in reading composite scores.

Material/Resources/Supports Needed**PD Step**

Funds, texts, coaching on how to use text in small group instruction

yes



Action Steps**Anticipated Start/Completion Date**

Hold literacy night(s) for families

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

This will be evaluated via our progress monitoring procedures. All school personnel will use acadience measures and other local data to monitor students growth and adjust instructional practices.

Improved growth in reading composite scores.

Material/Resources/Supports Needed**PD Step**

Use of district funds to purchase materials needed to literacy nights, staffing for event

no

Action Steps**Anticipated Start/Completion Date**

Bi-weekly reading meetings to analyze data and instructional practices.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

This will be evaluated via our progress monitoring procedures. All school personnel will use acadience measures and other local data to monitor students growth and adjust instructional practices.

Improved growth in reading composite scores.

Material/Resources/Supports Needed**PD Step**

Access to data measures, time schedule to meet in the daily schedule

yes

Action Plan: Math Instructional Coaching

Action Steps	Anticipated Start/Completion Date
Use of ESSER funds to employ an elementary math coach	08/22/2022 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
The use of our math coach will be monitored and evaluated by the principal. Successful use of the coach will be measured by the time staff members meet with the coach. All staff members will evaluate the growth that occurs via instructional support and in return student growth. Our staff will use star math, acadience measures, and our local assessments.	Improved growth in math composite scores.

Material/Resources/Supports Needed	PD Step
Funds to pay for math coach, time in the schedule to meet with coach, use of funds to support coaching and materials to be implemented in the classroom	no



Action Steps**Anticipated Start/Completion Date**

Engage staff members in professional development related to the development of early numeracy and math concepts.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

The use of our math coach will be monitored and evaluated by the principal. Successful use of the coach will be measured by the time staff members meet with the coach. All staff members will evaluate the growth that occurs via instructional support and in return student growth. Our staff will use star math, acadience measures, and our local assessments.

Improved growth in math composite scores.

Material/Resources/Supports Needed**PD Step**

Time for PD, related to materials early numeracy development

yes



Action Steps

Anticipated Start/Completion Date

Monitor the implementation of PD-related instructional practices

08/22/2022 - 05/31/2023

Monitoring/Evaluation

Anticipated Output

The use of our math coach will be monitored and evaluated by the principal. Successful use of the coach will be measured by the time staff members meet with the coach. All staff members will evaluate the growth that occurs via instructional support and in return student growth. Our staff will use star math, acadience measures, and our local assessments.

Improved growth in math composite scores.

Material/Resources/Supports Needed

PD Step

no

Action Plan: Community Engagement & Transparency of Data

Action Steps**Anticipated Start/Completion Date**

Share our data and goals to our families and community via our website

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Dr. McFarland - Principal

Increased community engagement and transparency of data with our community and families.

Material/Resources/Supports Needed**PD Step**

Access to data and district website

no

Action Steps**Anticipated Start/Completion Date**

Hold data/family events for families.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Dr. McFarland - Principal

Increased community engagement and transparency of data with our community and families.

Material/Resources/Supports Needed**PD Step**

Data District funds to purchase food/snacks and entertainment for families

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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80% of Lincoln Elementary School students will demonstrate typical to above typical growth on their math composite scores measured by Acadience assessments during the 2022-2023 academic year. (Math Composite Score Growth)	Math Instructional Coaching	Engage staff members in professional development related to the development of early numeracy and math	08/22/2022 - 05/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		concepts.	
Our school will make data and goals visible to families via our website. (Community Engagement & Transparency of Data)	Community Engagement & Transparency of Data	Hold data/family events for families.	08/22/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Bi-Weekly reading meetings	All grade level teachers	use of decodable texts, use of core phonics program, collection and analysis data practices, small group instruction practices,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Incorporation of learning into daily practice, local and acadience measure growth	08/31/2022 - 05/31/2023	Reading Specialists

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Math Coaching

Elementary math teachers and para-professionals

early numeracy development, fact fluency development

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Observation of instructional practices and increase in student performance

08/17/2022 - 05/31/2023

Dr. McFarland - Principal Math Coach
Teachers Para-professionals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

3c: Engaging Students in Learning

Teaching Diverse Learners in an Inclusive Setting

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement Night	Staff Members	Tips for successful parent engagement, training resources from PAFCE

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sharing of information with families during family events.	08/22/2022 - 05/31/2023	Dr. McFarland - Principal Academic Core Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

