

Lincoln El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Lincoln El Sch

98 Lefever Street
 Gettysburg, PA 17325
 (717)334-6254

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: No

Principal: Matthew McFarland

Superintendent: Jason Perrin

Stakeholder Involvement

Name	Role
Matthew McFarland	Administrator : Schoolwide Plan
Matthew McFarland	Building Principal : Schoolwide Plan
Amelia Contrares	Community Representative
Andrew Robinson	Community Representative : School Improvement Plan
Sherry Becker	Ed Specialist - Other : School Improvement Plan
Andrea Bortner	Ed Specialist - Other : School Improvement Plan
Lisa Gray	Ed Specialist - Other : Schoolwide Plan
Jamie La Vergne	Ed Specialist - Other : School Improvement Plan
Joan Malone	Ed Specialist - Other : Schoolwide Plan
Sharon Smith	Ed Specialist - Other : Schoolwide Plan
Andrea Sneeringer	Ed Specialist - Other : School Improvement Plan
Amanda Staub	Ed Specialist - School Counselor : Schoolwide Plan
Amanda Stanley	Ed Specialist - School Psychologist : School Improvement Plan
Jaclyn Read	Elementary School Teacher - Regular Education : Schoolwide Plan
Shannon Jones	Elementary School Teacher - Special Education : Schoolwide Plan
Angela Suehr	Elementary School Teacher - Special Education : School Improvement Plan

Kayla Ginter	Parent : School Improvement Plan
Betsy Kimple	Parent : School Improvement Plan

Needs Assessment

School Accomplishments

Accomplishment #1:

Recognized as a Title I distinguished school.

Accomplishment #2:

90% of 4th grade students performed advanced or proficient on the Science PSSAs.

Accomplishment #3:

All staff members received an advanced or proficient on their SLO goals for 2017-18 school year.

Accomplishment #4:

Over 87% of parents believe that they have observed their child's reading improve over the course of the 2017-2018 school year.

Accomplishment #5:

Over 85% of parents believed that their child's attitude and interest towards reading improved during the 2017-2018 school year.

Accomplishment #6:

Only school in the state to complete hybrid learning requirements in a timely and appropriate fashion.

Accomplishment #7:

Implemented school-wide math fluency program.

Accomplishment #8:

Implemented a career readiness program for all 3rd, 4th, and 5th grade students.

Accomplishment #9:

Obtained a grant for a social, emotional, and behavioral program to be implemented in Kindergarden.

Accomplishment #10:

76% of K students were at the core level on dibels at the EOY.

67% of 1st grade students were at the core level on dibels at the EOY.

68% of 2nd grade students were at the core level on dibels at the EOY.

67% of 3rd grade students were at the core level on dibels at the EOY.

59% of 4th grade students were at the core level on dibels at the EOY.

42% of 5th grade students were at the core level on dibels at the EOY.

Accomplishment #11:

Held a significantly well attended 5th grade farewell in the Lincoln Cafeteria.

School Concerns

Concern #1:

Based upon recent dibels scores, there is a decline in reading mastery as students progress through grade levels.

Concern #2:

The need to keep parents informed regarding school and classroom activities as well as individual student behavioral and academic progress.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

The need to keep parents informed regarding school and classroom activities as well as individual student behavioral and academic progress.

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Based upon recent dibels scores, there is a decline in reading mastery as students progress through grade levels.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Number of parents that attend school/community events.

Specific Targets: An average of a 10% increase in school/community events from the 2017-2018 school year.

Strategies:

Family Literacy Activities

Description:

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys, Class Dojo, etc.

Description:

(Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource:
<http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

SAS Alignment: Materials & Resources

Implementation Steps:

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Dibels results

Iready results

Specific Targets: Looking at BOY, MOY, and EOY Dibels and Iready data.

K-2 looking at accuracy

3-5 looking at accuracy with a intense focus on comprehension

K-2 increase 5% of students to core

3-5 increase 10% of students to core

Strategies:

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-

quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined
<http://www.hepg.org/hel/article/499>
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>
Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>"

SAS Alignment: Assessment, Instruction

Marzano's 9 Instructional Strategies for Effective Teaching and Learning

Description:

Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock. The strategies are Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses and Cues, questions and advance organizers. (Source: <http://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII)) Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Lincoln El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Lincoln El Sch in the Gettysburg Area SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Lincoln El Sch in the Gettysburg Area SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director