

Lincoln El Sch

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Lincoln El Sch

98 Lefever Street
 Gettysburg, PA 17325-2697
 717-334-6254

Federal Accountability Designation: none
 Title I Status: Yes
 Schoolwide Status: Yes
 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
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
Kayla Ginter	Parent : School Improvement Plan
Angela Suehr	Parent
Jamie Thomson	Parent

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

A variety of technical assistance is provided to the district through several organizations promoting staff development opportunities and data collection. These include, but are not limited to, the Lincoln Intermediate Unit, Delicker Strategies, and Wilson Language. In addition to the technical assistance and professional growth opportunities listed below staff members will engage in instructional meetings, data meetings, academic core team meetings, faculty meetings, planning meetings, and professional learning communities. New staff members will also engage in various induction activities throughout the school year.

Elementary Professional Development/Coaching/Planning Schedule 2019-20 School Year

Date	Time	Group	Subject	Location
8/19/2019	8:00-11:00	Building-Level Staff Meeting	Building-Level Information/Needs	Assigned Elem. Bldg.
	11:00 – 3:30 (30 minutes lunch)	Grades K-5	Room Prep	Assigned Elem. Bldg.

8/20/2019	8:00 – 9:15 9:30 - 3:30 (30 minutes lunch)	All-Staff Program All Teachers	Opening Day Remarks Room Prep	MS Auditorium Assigned Elem. Bldg.
8/30/2019	8:00 – 3:30	Grades K-5 Special Area Teachers	Freckle, PA-EETEP, Study Island, STEM, My Dashboard, Curricular Needs Department Meetings	LES LES
9/11/19	3:30 – 5:15	K-5 Teachers, LS, ELL, Gifted, Reading Specialists Special Area Teachers	Data and SLOs Department Meetings	Assigned Elementary Schools Lincoln Elementary
10/14/19	8:00 – 3:30 8:00 – 3:30	Grades K-5 Special Area Teachers	District/Building/Grade Level Needs Department Meetings	LES LES

10/24/19	3:30 – 5:15	K-5 Teachers, LS, ELL, Gifted, Reading, Specialists Special Area Teachers	Data and Building Level Needs Department Meetings	Assigned Schools James Gettys Elem.
12/20/19	12:30 – 3:30	K-5 Teachers, LS, ELL, Gifted, Reading, Specialists	Building Level Meeting	Assigned Schools
12/23/19	8:00 – 3:30	All K-5 Professional Staff	Trade Day	TBD
1/7/20	3:30 – 5:15	K-5 Teachers, LS, ELL, Gifted, Reading Special Area Teachers	Data & Building Level Needs Department Meetings	Assigned Schools James Gettys Elementary
2/17/20	8:00 – 3:30 8:00 – 3:30	Grades K-5 Special Area Teachers	District/Building/Grade Level Needs Department Meetings	LES LES

5/18/20	3:30 – 5:15	K-5 Teachers, LS, ELL, Gifted, Reading	Data Meetings/Cluster Grouping	Assigned Elementary Schools
		Special Area Teachers	Department Meetings	Lincoln Elementary

Induction Schedule 2019-20 School Year

Participants/Date/Time	Location	Agenda/Notes
<i>GASD Induction</i> Grade K-5 Teachers only Monday, August 5, 2019 8:00 AM – 3:30 PM	Gettysburg Area Middle School LGI Room 37 Lefever Street Gettysburg, PA 17325	LETRS Module 1
<i>Adams County Induction</i> Tuesday, August 6, 2019 8:00 AM – 3:30 PM	Upper Adams School District Biglerville High School 161 N Main St. Biglerville, PA 17307	Welcome and overview
<i>Adams County Induction</i> Wednesday, August 7, 2019 8:00 AM – 3:30 PM (Lunch on your own)	Upper Adams School District Biglerville High School Library 161 N Main St. Biglerville, PA 17307	High Impact Strategies Bring charged device
<i>GASD Induction</i> Thursday, August 8, 2019 8:00 AM – 3:30 PM	Gettysburg Area School District Gettysburg Area High School B139 1130 Old Harrisburg Road	Technology Essentials

	Gettysburg, PA 17325	
<p><i>GASD Induction</i></p> <p>K-6 Teachers Only</p> <p>Monday, August 12, 2019</p> <p>9:00 AM – 3:00 PM (lunch provided)</p> <p>Transportation arrangements available</p>	<p>Capital Area Intermediate Unit</p> <p>55 Miller Street, Summerdale, PA 17093</p>	<p><i>Everyday Math</i></p> <p>Bring: Teacher's Volumes 1 & 2, Laptops & Power Cord</p>
<p><i>GASD Induction</i></p> <p>K-3 Teachers Only</p> <p>Tuesday, August 13, 2019</p> <p>8:00 AM – 3:30 PM</p>	<p>Gettysburg Area Middle School</p> <p>LGI Room</p> <p>37 Lefever Street Gettysburg, PA 17325</p>	<p>LETRS Module 3</p>
<p><i>GASD Induction</i></p> <p>Grades 6-12 Teachers only</p> <p>Tuesday, August 13, 2019</p> <p>1:00 PM - 3:00 PM</p>	<p>Gettysburg Area High School</p> <p>Main Office Conference Room</p> <p>1130 Old Harrisburg Road Gettysburg, PA 17325</p>	<p>Getting Started with It's Learning</p>
<p><i>GASD Induction</i></p> <p>K-3 Teachers Only</p> <p>Wednesday, August 14, 2019</p> <p>8:00 AM – 3:30 PM</p>	<p>Gettysburg Area School District</p> <p>Franklin Township Elementary</p> <p>Room #28A</p> <p>870 Old Route 30 Orrtanna, PA 17353</p>	<p>Fundations</p> <p>Bring Teacher's Manual</p>
<p><i>GASD Induction</i></p> <p>K-5 Teachers</p> <p>Thursday, August 15, 2019</p> <p>8:00 AM – 11:15 PM (K-3 teachers)</p> <p>12:15 - 3:30 PM (4-5 teachers)</p>	<p>Gettysburg Area School District</p> <p>Administration Building</p> <p>Superintendent's Conference Room</p> <p>900 Biglerville Road Gettysburg, PA 17325</p>	<p><i>HHC Journeys</i></p> <p>Bring Teacher's Manuals</p>
<p><i>GASD Induction</i></p> <p>6-8 Teachers Only</p>	<p>Gettysburg Area Middle School</p> <p>LGI Room (need to</p>	<p>Exact Path Training</p>

Thursday, August 15, 2019 8:00 AM – 11:30 AM	reserve) 37 Lefever Street Gettysburg, PA 17325	
<i>GASD Induction</i> 6-8 Teachers Only Tuesday, September 10, 2019 9:00 AM - 3:00 PM	Lincoln Intermediate Unit (LIU 12) 65 Billerbeck Street New Oxford, PA 17350	Collins Writing Workshop
<i>GASD Induction</i> Thursday, September 12, 2019 3:00 PM – 5:15 PM (Secondary) 3:45 PM – 6:00 PM (Elementary)	Gettysburg High School Library 1130 Old Harrisburg Road Gettysburg, PA 17325	Media Services Bring Laptop & Power Cord
<i>GASD Induction</i> Teachers and Mentors Monday, September 16, 2019 4:30 PM (Dinner)	Gettysburg Area School District Administration Building Garden Room 900 Biglerville Road Gettysburg, PA 17325	Human Resources Special Education Guidelines Financial Guidelines GAEA
<i>GASD School Board Meeting</i> All Teachers and Mentors Monday, September 16, 2019 6:50 PM	Gettysburg Area School District Administration Building 900 Biglerville Road Gettysburg, PA 17325	Teachers/Mentors introduced to School Board
<i>GASD Induction</i> Teachers and Mentors Prior to October 1, 2019 for HS and November 6, 2019 for elementary	At Designated School with a Principal	Effective Parent Conferences
<i>Adams County Induction</i> Thursday, October 17, 2019 4:30 PM – 7:00 PM (Meal provided)	Bermudian Springs School District Bermudian Springs High School 7335 Carlisle St. York Springs, PA	Professional Ethics Dr. Oliver Dreon
<i>Adams County Induction</i> Thursday, December 5, 2019	Gettysburg Area School District Administration Building	“Understanding the Framework of Poverty” Dr. Christine Lay

4:30 PM – 7:00 PM (Meal provided)	Board Room 900 Biglerville Road Gettysburg, PA 17325	
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Note: Additional building level meetings may be scheduled at the discretion of the principal. Agenda items represent only the minimum suggestions and should be adapted to the individual needs of the building. Items may be placed on the agenda of several meetings to increase the beginning teacher's understanding of district expectations.

Provider	Meeting Date	Type of Assistance
GASD	8/6/2018	Various types of assistance will be provided throughout the year according to the listing above.

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Reading specialists and support teachers provided an educational seminar on Title I services throughout the year.

Accomplishment #2:

88.7% 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 2018-19 school year.

Accomplishment #4:

Over 85% of parents believe that they have observed their child's reading improve over the course of the 2018-2019 school year.

Accomplishment #5:

Over 71% of parents believed that their child's attitude and interest towards reading improved during the 2018-2019 school year.

Accomplishment #6:

Literacy night was provided to educate parents pertaining to the available resources that parents can use to help to develop their children's literacy skills at home.

Accomplishment #7:

Implemented new career readiness programs for all 3rd, 4th, and 5th grade students.

Accomplishment #8:

Implemented a social, emotional, and behavioral program for all Kindergarden students.

Accomplishment #9:

77% of K students were at the core level on dibels at the EOY.

70% of 1st grade students were at the core level on dibels at the EOY.

73% of 2nd grade students were at the core level on dibels at the EOY.

66% of 3rd grade students were at the core level on dibels at the EOY.

67% of 4th grade students were at the core level on dibels at the EOY.

63% of 5th grade students were at the core level on dibels at the EOY.

Accomplishment #10:

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

Accomplishment #11:

Increased focus on data and instruction via consistant interaction and collaboration amongst our academic core team and classroom teachers.

Accomplishment #12:

Utilized the skills of our communication coordinator to keep the community informed of our events and accomplishments.

School Concerns

Concern #1:

Continual improvement of reading mastery as students progress through grade levels.

Concern #2:

The need to keep parents informed regarding school and classroom activities, individual student behavioral, academic progress and performance, and strategies to help their children at home.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Continual improvement of reading mastery as students progress through grade levels.

Systemic Challenge #2 (*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, individual student behavioral, academic progress and performance, and strategies to help their children at home.

School Level Plan

Action Plans

Goal #1: 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://webservice3.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:*Ongoing Staff Development***Description:**

Through grade level meetings, PLCs, data meetings, instructional meetings, planning meetings and afterschool professional development sessions, teachers will be exposed to a variety of materials and strategies to assist them in differentiating instruction for students.

Start Date: 8/20/2018 **End Date:** 6/4/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- PA Core Standards Implementation
- Curriculum Mapping
- Differentiated Instruction
- Marzano's 9 Instructional Strategies for Effective Teaching and Learning
- Multi-Tiered Systems of Support (MTSS-RtII)

Parent Information Sessions

Description:

Various avenues for sharing information with parents will be utilized. Morning coffee breaks, back to school night, sailing new seas, parent/teacher conferences, information sessions at PTO, literacy nights, math nights make and take sessions and monthly learning newsletters are just a few suggestions that can be utilized.

Start Date: 8/20/2018 **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- PA Core Standards Implementation
- Differentiated Instruction
- Marzano's 9 Instructional Strategies for Effective Teaching and Learning
- Multi-Tiered Systems of Support (MTSS-RtII)

Peer Coaching

Description:

Classroom and resource teachers will be paired to provide opportunities for peer coaching and sharing of ideas to help broaden perspectives as to effective strategies for differentiation of instruction.

This will occur throughout the school day. However, time will specifically be dedicated to this endeavor via PLC, data, and instructional meetings.

Start Date: 8/20/2018 **End Date:** 6/4/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- PA Core Standards Implementation
- Curriculum Mapping

- Differentiated Instruction
- Marzano's 9 Instructional Strategies for Effective Teaching and Learning
- Multi-Tiered Systems of Support (MTSS-RtII)

Instructional Coaches

Description:

Utilize instructional coaches to increase student engagement and improve teaching methods.

Start Date: 7/31/2019 **End Date:** 7/28/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- PA Core Standards Implementation
- Differentiated Instruction
- Marzano's 9 Instructional Strategies for Effective Teaching and Learning
- Multi-Tiered Systems of Support (MTSS-RtII)

Communication Plan

Description:

Develop a communication plan for all stakeholders focused on increasing understanding of the resources available to assist reading mastery.

Start Date: 7/31/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

- Marzano's 9 Instructional Strategies for Effective Teaching and Learning
- Multi-Tiered Systems of Support (MTSS-RtII)

Goal #2: 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 - Newsletters, Listserv, Blogs, Facebook, Private and Secure Social Media Network, Podcasts, Skyward Alerts and Access Text Messaging, 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:

Parent Information Sessions

Description:

Various avenues for sharing information with parents will be utilized. Morning coffee breaks, back to school night, sailing new seas, parent/teacher conferences, information sessions at PTO, literacy nights, math nights make and take sessions and monthly learning newsletters are just a few suggestions that can be utilized.

Start Date: 8/20/2018 **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Family Literacy Activities
- Parent Communication Strategies - Newsletters, Listserv, Blogs, Facebook, Private and Secure Social Media Network, Podcasts, Skyward Alerts and Access Text Messaging, Online/Paper Surveys, Class Dojo, etc.

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 2019-2020 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