

LINCOLNWAY EL SCH

2625 West Philadelphia St

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Every Student Every Day - In West York, our purpose is twofold: 1) create opportunities for our students to thrive, and 2) to develop world-class citizens.

STEERING COMMITTEE

Name	Position	Building/Group
Ms. Catherine Kveragas	Principal	Lincolnway Elementary
Ms. Melissa Appnel	District Level Leaders	West York Area School District
Ms. Shay Becker	Teacher	Lincolnway Elementary
Ms. Jennifer Myers	Teacher	Lincolnway Elementary
Ms. Lori Trimmer	Community Member / Business Representative	West Manchester Township
Ms. Vanessa Bicher	Parent	Lincolnway Elementary
Ms. Megan Wachowski	Assistant	Lincolnway Elementary
Shelly Geller	Education Specialist	Lincolnway Elementary/
LIU12	Other	School Improvement Facilitator
Elizabeth Sentz	Teacher	Lincolnway
Todd Davies	Chief School Administrator	West York Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
School and family teams must work together to increase parent and family engagement to support regular student attendance.	Parent and family engagement
All students should have the opportunity to demonstrate on-level proficiency.	Essential Practices 3: Provide Student-Centered Support Systems
High quality instructional materials utilized by highly-trained educators will improve students' literacy and math skills as well as close achievement gaps.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Early Warning Intervention and Monitoring System	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	85% of Lincolnway Elementary students who are enrolled 90 days or more will maintain a 95% attendance rate.
Reading Growth	Through the implementation of job-embedded professional development by trained Reading Specialists and consultants and the continued implementation of Fountas and Pinnell Classroom, at least 50% of Lincolnway

Goal Nickname	Measurable Goal Statement (Smart Goal)
	students will make a year's growth or more in text reading levels as measured by the district reading assessment.
Grade-Level Proficiency	75% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop local schedule for data team review of early warning data system	2023-08-17 - 2023-09-29	Principal	Student Information System, District Calendar
Analyze data monthly from Early Warning System	2023-08-17 - 2024-05-24	Principal	Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers
Respond to needs from data team analysis	2023-08-17 - 2024-05-24	Principal	Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers, school-wide paraprofessionals, student conferencing, intervention materials, parent/family conferences
Analyze impact of intervention	2023-08-17 - 2024-05-24	Principal	Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers, school-wide paraprofessionals, student conferencing, intervention materials, parent/family conferences

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct School Attendance Improvement Plan conferences with parents/families	2023-10-02 - 2024-05-24	School Counselor	Student Information System, Plan documentation, incentives

Anticipated Outcome
Improvement from baseline and achievement of goals

Monitoring/Evaluation
Data analysis will be completed by principal and data team quarterly, utilizing the early warning system

Evidence-based Strategy
Instructional Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Growth	Through the implementation of job-embedded professional development by trained Reading Specialists and consultants and the continued implementation of Fountas and Pinnell Classroom, at least 50% of Lincolnway students will make a year's growth or more in text reading levels as measured by the district reading assessment.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Grade-Level Proficiency

75% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize Title 1 Reading Specialists and trained Title 1 paraprofessionals to extend 2nd and 3rd grade students' literacy skills based on data	2023-08-17 - 2024-05-24	Principal	Federal funds will be utilized to pay for salary and benefits for Reading Specialists and assistants to support literacy skills in a school-wide plan; Materials and salaries/benefits for the activities will be paid for through federal programs
Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students	2023-08-25 - 2024-05-24	Principal	Federal funds will be used to pay Title 1 reading specialists and reading assistants salaries/benefits and on-site coaches; Co-planning and co-teaching opportunities; professional development, workshop, and collaboration opportunities

Anticipated Outcome

At least 50% of Lincolnway students will make a years' growth or more as measured by the district's reading assessment

Monitoring/Evaluation

Data analysis completed quarterly; Act 48 feedback forms following PD; classroom observation and walkthrough data

Evidence-based Strategy

Instructional Coaching

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading Growth

Through the implementation of job-embedded professional development by trained Reading Specialists and consultants and the continued implementation of Fountas and Pinnell Classroom, at least 50% of Lincolnway students will make a year's growth or more in text reading levels as measured by the district reading assessment.

Grade-Level Proficiency

75% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Through the implementation of job-embedded professional development by trained Reading Specialists and consultants and the continued implementation of Fountas and Pinnell Classroom, at least 50% of Lincolnway students will make a year's growth or more in text reading levels as measured by the district reading assessment. (Reading Growth)</p>	Instructional Coaching	<p>Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students</p>	<p>08/25/2023 - 05/24/2024</p>
<p>75% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment. (Grade-Level Proficiency)</p>			

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.

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

Increases over multiple years in proficiency with students with disabilities; grade 3 all student group proficiency levels did not decline significantly post-COVID

All student group is performing above state average; students with disabilities increased achievement from previous assessments. All subgroups increased achievement percentages in the 2021-2022 school year, while state data declined.

Test participation is at 98.3% in ELA and Mathematics.

Although all students are a focus for the school, the school's Student Services team and data team monitors data for various student groups.

Services to EL students are planned and delivered based on students' language proficiency levels by experience ESL teachers. Instruction is based on effective practices including small group instruction, individual instruction, and push in classroom instruction.

Schedules are created for students with disabilities to optimize their instructional time balancing access to grade level instruction and differentiated instruction to meet the students' IEP goals.

Challenges

The percentage of economically disadvantaged students who reached proficiency on the English/Language Arts assessment was 38.9%

Students with disabilities and economically disadvantaged students continue to perform below the all-student group.

Attendance from the 2020-2021 school year did not meet target expectations.

It is critical that data analysis occurs on a regular basis to continue to monitor various groups of students.

Creating a schedule that meets the diverse needs of students is important.

The continual design of activities that are meaningful to early childhood students in the area of career readiness is important. Infusing these career readiness activities into the schedule is important.

Students who are not reading on level or demonstrating proficiency continue to require additional levels of intervention. A local schedule must be considered to maximize student learning

Strengths

The district had developed a 339 Plan in accordance with state requirements that is vertically aligned across all grade levels.

The school's media center has various resources that support career readiness. Some texts read within the school's English/Language Arts program integrate career readiness.

Over 60% of students are meeting grade level proficiency expectations on the Fountas and Pinnell Benchmark assessment. Over 80% of Students are making growth in reading levels between assessment periods at an appropriate rate for the timeline.

The district has invested in high quality resources and professional development in reading instruction since the 2019-2020 school year. A new ELA instructional program (three components) was implemented during the 2019/2020 school year that provided for instructional coherence with both horizontal and vertical alignment. Ongoing, sustained job-embedded professional development occurred throughout the year. Coaching continues, and teams are investigating ELA strategies in reading and writing for all students.

Reading Specialists were able to support additional students with flexibility as needed through small group instruction, 1:1 instruction, and push in classroom support. In addition, they were

Challenges

opportunities to promote effective reading and math instruction.

Lincolnway Elementary is implementing four components of Fountas and Pinnell Classroom (Guided Reading, Interactive Read Alouds, Reading Mini Lessons, and Shared Reading). This will provide instructional coherence across a grade level and between grade levels. Guided Reading resources will align to the benchmark assessment and provide for high quality, diverse materials. Job-embedded professional development will be needed so that professional development is ongoing and sustained to implement these new resources with fidelity. This differentiated instruction should address specific reading levels of students. Considerations should be made for other optional assessments to support effective and maximized instructional planning for growing readers.

Lincolnway Elementary seeks to grow participation in its Parent and Family Engagement events to maximize participation. Additional Parent and Family Engagement events will build stronger connections between home and school.

Classroom instructional practices from the research based math curriculum need to be continued to be practiced to show continued progress towards statewide expectations on the PSSA. Ongoing, professional development is planned to continue implementation of online resources and delivery of the standards-aligned program.

Strengths

able to co-teach and model effective practices in classrooms to support teachers in implementing research based, effective strategies. Data is utilized to provide support to students and teachers.

Parent and Family engagement activities continue and receive positive feedback.

A research based math curriculum (EDM) is employed by the district. This program is common across our elementary grades. The program is Standards aligned and aligned to the standards of mathematical practice. Higher order thinking is required. Assessments are ongoing and aligned to instruction.

Math achievement is reported to families as meeting, approaching, or not meeting expectations at various assessment periods throughout the school year.

Job embedded coaching and professional development is available to all teachers of math. Content of training is around effective math instruction focused on building student number sense.

Science curriculum involves inquiry and hands-on experiences. Higher level thinking is infused into the program. Report cards provide families with students progress in Science as measured by satisfactory or needs improvement.

Challenges

Continued professional development is necessary to consider building pre-requisite skills with manipulatives and replacement activities to support student math confidence.

As curriculum is revised, it will be important to look for continued integration of Science topics among other content areas. Vertical articulation of curriculum is essential across the district as students transition buildings by grade levels. Science in the daily schedule is a concern.

The school will need to continue opportunities that were gained from participation in the PA SMART Grant.

Implement evidence-based strategies to engage families to support learning - Although not presented as a challenge because it is operational, it is an area to continue to expand participation.

Use multiple professional learning designs to support the learning needs of staff in math and ELA. Job-embedded professional development in multiple forms impacts student achievement and is critical to implementing new high quality instructional materials with fidelity.

Strengths

The district received a PA SMART Grant to expand technology integration into its curriculum.

The district's new ELA program contains informational texts that include Science topics.

Lincolnway is a feeder school to Trimmer Elementary where the Science PSSA is administered. PSSA Science scores for achievement and growth are above the statewide average.

Align curricular materials and lesson plans to the PA Core Standards

Monitor and evaluate the impact of professional learning on staff practices and student learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Most Notable Observations/Patterns

Lincolnway needs to continue to refine and extend its Title 1 School-wide Plan for all students. As the aligned curriculum is implemented with appropriate training and support, the team looks to extend student success for all students in all classrooms as measured by the F&P Benchmark assessment. We need to take into consideration the building's plan for instruction and Parent and Family Engagement and balance with best practice for meaningful engagement within the community. The building team should continue to refine its math and literacy plan to support increased student achievement and increased student supports when available.

Challenges

Discussion Point

Priority for Planning

Students with disabilities and economically disadvantaged students continue to perform below the all-student group.

Students who are not reading on level or demonstrating proficiency continue to require additional levels of intervention. A local schedule must be considered to maximize student learning opportunities to promote effective reading and math instruction.

✓

Attendance from the 2020-2021 school year did not meet target expectations.

During the 2020-2021 school year, Lincolnway Elementary implemented high quality, Standards aligned instructional materials. These materials will provide for instructional coherence across a grade level as well as a vertical articulation of skills. These grade level materials will provide all students with higher level thinking instruction. During the 2023-2024 school year, we will continue our implementation of the program at Lincolnway. Through additional discussion, this challenge continues to overlap with other parent and family engagement concerns.

✓

The percentage of economically disadvantaged students who reached

Challenges	Discussion Point	Priority for Planning
<p>proficiency on the English/Language Arts assessment was 38.9%</p>		
<p>Classroom instructional practices from the research based math curriculum need to be continued to be practiced to show continued progress towards statewide expectations on the PSSA. Ongoing, professional development is planned to continue implementation of online resources and delivery of the standards-aligned program.</p>		
<p>Implement evidence-based strategies to engage families to support learning - Although not presented as a challenge because it is operational, it is an area to continue to expand participation.</p>		
<p>Use multiple professional learning designs to support the learning needs of staff in math and ELA. Job-embedded professional development in multiple forms impacts student achievement and is critical to implementing new high quality instructional materials with fidelity.</p>	<p>This challenge captures instructional support in both math and ELA content areas which will support increased student achievement. Classroom instructional practices from the research based math curriculum need to be continued to be practiced to show continued progress towards statewide expectations on the PSSA. Ongoing, professional development is planned to continue implementation of online resources and delivery of the standards-aligned program.</p>	<p>✓</p>

Challenges**Discussion Point****Priority for Planning**

Students who are not reading on level or demonstrating proficiency continue to require additional levels of intervention. A local schedule must be considered to maximize student learning opportunities to promote effective reading and math instruction.

Lincolnway Elementary seeks to grow participation in its Parent and Family Engagement events to maximize participation. Additional Parent and Family Engagement events will build stronger connections between home and school.

Lincolnway Elementary is a Title 1 school-wide school. In its previous school-wide plan, the school sought to increase parent and family engagement. Over the three events that took place last year, there was limited attendance at the first event and then attendance grew at the last two events. Lincolnway wants to build upon its growth in Parent and Family Engagement this year to provide families with additional opportunities to understand instructional strategies and at home resources.

ADDENDUM B: ACTION PLAN

Action Plan: Early Warning Intervention and Monitoring System

Action Steps	Anticipated Start/Completion Date
Develop local schedule for data team review of early warning data system	08/17/2023 - 09/29/2023

Monitoring/Evaluation	Anticipated Output
Data analysis will be completed by principal and data team quarterly, utilizing the early warning system	Improvement from baseline and achievement of goals

Material/Resources/Supports Needed	PD Step
Student Information System, District Calendar	no

Action Steps	Anticipated Start/Completion Date
Analyze data monthly from Early Warning System	08/17/2023 - 05/24/2024
Monitoring/Evaluation	Anticipated Output
Data analysis will be completed by principal and data team quarterly, utilizing the early warning system	Improvement from baseline and achievement of goals
Material/Resources/Supports Needed	PD Step
Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers	no



Action Steps	Anticipated Start/Completion Date
Respond to needs from data team analysis	08/17/2023 - 05/24/2024
Monitoring/Evaluation	Anticipated Output
Data analysis will be completed by principal and data team quarterly, utilizing the early warning system	Improvement from baseline and achievement of goals
Material/Resources/Supports Needed	PD Step
Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers, school-wide paraprofessionals, student conferencing, intervention materials, parent/family conferences	no



Action Steps	Anticipated Start/Completion Date
Analyze impact of intervention	08/17/2023 - 05/24/2024
Monitoring/Evaluation	Anticipated Output
Data analysis will be completed by principal and data team quarterly, utilizing the early warning system	Improvement from baseline and achievement of goals
Material/Resources/Supports Needed	PD Step
Student Information System, Title 1 Reading Specialists, Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers, school-wide paraprofessionals, student conferencing, intervention materials, parent/family conferences	no



Action Steps

Anticipated Start/Completion Date

Conduct School Attendance Improvement Plan conferences with parents/families

10/02/2023 - 05/24/2024

Monitoring/Evaluation

Anticipated Output

Data analysis will be completed by principal and data team quarterly, utilizing the early warning system

Improvement from baseline and achievement of goals

Material/Resources/Supports Needed

PD Step

Student Information System, Plan documentation, incentives

no

Action Plan: Instructional Coaching

Action Steps	Anticipated Start/Completion Date
Utilize Title 1 Reading Specialists and trained Title 1 paraprofessionals to extend 2nd and 3rd grade students' literacy skills based on data	08/17/2023 - 05/24/2024
Monitoring/Evaluation	Anticipated Output
Data analysis completed quarterly; Act 48 feedback forms following PD; classroom observation and walkthrough data	At least 50% of Lincolnway students will make a years' growth or more as measured by the district's reading assessment
Material/Resources/Supports Needed	PD Step
Federal funds will be utilized to pay for salary and benefits for Reading Specialists and assistants to support literacy skills in a school-wide plan; Materials and salaries/benefits for the activities will be paid for through federal programs	no

Action Steps

Anticipated Start/Completion Date

Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students

08/25/2023 - 05/24/2024

Monitoring/Evaluation

Anticipated Output

Data analysis completed quarterly; Act 48 feedback forms following PD; classroom observation and walkthrough data

At least 50% of Lincolnway students will make a years' growth or more as measured by the district's reading assessment

Material/Resources/Supports Needed

PD Step

Federal funds will be used to pay Title 1 reading specialists and reading assistants salaries/benefits and on-site coaches; Co-planning and co-teaching opportunities; professional development, workshop, and collaboration opportunities

yes

Action Plan: Instructional Coaching

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Through the implementation of job-embedded professional development by trained Reading Specialists and consultants and the continued implementation of Fountas and Pinnell Classroom, at least 50% of Lincolnway students will make a year's growth or more in text reading levels as measured by the district reading assessment. (Reading Growth)</p>	Instructional Coaching	<p>Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students</p>	<p>08/25/2023 - 05/24/2024</p>
<p>75% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment. (Grade-Level Proficiency)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Best Practices in Literacy and Math Instructional Strategy	Teachers	Best Practices in Early - Fluency, Comprehension, Vocabulary, Phonics, Phonemic Awareness, Writing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student achievement	09/01/2023 - 05/24/2023	Director of Education and Assessment

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Structured Literacy
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

