

Lincoln El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Lincoln Elementary School		112013753
Address 1		
98 Lefever St.		
Address 2		
City	State	Zip Code
Gettysburg	PA	17350
Chief School Administrator		Chief School Administrator Email
Dr. Jason Perrin		jperrin@gasd-pa.org
Principal Name		
Dr. Matthew E. McFarland Sr.		
Principal Email		
mmcfarland@gasd-pa.org		
Principal Phone Number		Principal Extension
717-334-6254		7150
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Jeffrey Matzner		jmatzner@gasd-pa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew E. McFarland Sr.	Principal	Lincoln Elementary/GASD	mmcfarland@gasd-pa.org
Amanda Staub	Guidance Counselor	Lincoln Elementary/GASD	astaub@gasd-pa.org
Sherry Becker	Reading Specialist	Lincoln Elementary/GASD	sbecker@gasd-pa.org
Andrea Sneeringer	Reading Specialist	Lincoln Elementary/GASD	asneeringer@gasd-pa.org
Shannon Jones	Learning Support Teacher	Lincoln Elementary/GASD	sjones2@gasd-pa.org
Karlene Gutierrez	Learning Support Teacher	Lincoln Elementary/GASD	kgutierrez@gasd-pa.org
Jenny Mendoza	Psychologist	Lincoln Elementary/GASD	jmendoza@gasd-pa.org
Jamie La Vergne	Gifted Teacher	Lincoln Elementary/GASD	jlavergne@gasd-pa.org
Lisa Gray	ESL Teacher	Lincoln Elementary/GASD	lgray@gasd-pa.org
Jeffrey Matzner	District Level Leaders	GASD	jmatzner@gasd-pa.org
Jason Perrin	Chief School Administrator	GASD	jperrin@gasd-pa.org
Diane Nace	District Level Leaders	GASD	dnace@gasd-pa.org
Cassie Hays	Parent	Community	
Ted Wells	Principal	GASD	twells@gasd-pa.org
Shelly Lappi	Principal	GASD	slappi@gasd-pa.org
Angela Suehr	Community Member	Community	
Julie Henry	Community Member	Community	

Vision for Learning

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Lincoln Elementary School's attendance rate exceeds that of the state average.	(2022-2023 Data)
Lincoln Elementary School's Mathematics performance ranks higher than that of the state average.	(2022-2023 Data)
Lincoln Elementary School's Science performance ranks higher than that of the state average.	(2022-2023 Data)

Challenges

Indicator	Comments/Notable Observations
Lincoln Elementary School's data shows that our students that are economically disadvantaged are not growing at the rate of their peers.	(2022-2023 Data)
Lincoln Elementary School's data shows that our students are achieving below the state average in ELA.	(2022-2023 Data)

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator 4th Grade students at Lincoln Elementary School exceeded state average in Science on the 2022-2023 PSSA results ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations (2022-2023 Data)
Indicator Lincoln Elementary School's attendance rate exceeds the state average. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations (2022-2023 Data)

Challenges

Indicator Lincoln Elementary School's data shows that our students that are economically disadvantaged are not growing at the rate of their peers. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations (2022-2023 Data)
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Lincoln Elementary School's Science performance ranks higher than that of the state average. (2022-2023 Data)
Lincoln Elementary School's Mathematics performance ranks higher than that of the state average. (2022-2023 Data)

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Lincoln Elementary School's data shows that our students that are economically disadvantaged are not achieving at the rate of their peers. (2022-2023 Data)
Lincoln Elementary School's data shows that our students are performing below the state average in ELA. (2022-2023 Data)
Lincoln Elementary School's data shows that our students are growing below the state average in Math. (2022-2023 Data)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
67% of 3rd grade students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
61% of 4th grade students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
88% of Kindergarten students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
68% of 1st grade students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
54% 2nd students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
54% of 5th grade students scored at or above the benchmark for the reading composite score.	2024 Acadience Measures
94% of Kindergarten students scored at or above the benchmark for the PSF score.	2024 Acadience Measures
64% of 1st grade students scored at or above the benchmark for the ORF Word correct score.	2024 Acadience Measures
59% of 2nd grade students scored at or above the benchmark for the ORF accuracy score.	2024 Acadience Measures
71% 3rd grade students scored at or above the benchmark for the ORF accuracy score.	2024 Acadience Measures
80% of 4th grade students scored at or above the benchmark for the ORF accuracy score.	2024 Acadience Measures
60% of 5th grade scored at or above the benchmark for the ORF accuracy score.	2024 Acadience Measures

English Language Arts Summary

Strengths

80% of 4th grade students scored at or above the benchmark for the ORF accuracy score.
88% of Kindergarten students scored at or above the benchmark for the reading composite score.
94% of Kindergarten students scored at or above the benchmark for the PSF score.
71% 3rd grade students scored at or above the benchmark for the ORF accuracy score.

Challenges

54% 2nd students scored at or above the benchmark for the reading composite score.
59% of 2nd grade students scored at or above the benchmark for the ORF accuracy score.
54% of 5th grade students scored at or above the benchmark for the reading composite score.

Mathematics

Data	Comments/Notable Observations
56% of 3rd grade students scored at or above the benchmark for the composite score	2024 Acadience Measures
34% of 2nd grade students scored at or above the benchmark for the composite score	2024 Acadience Measures
87% of K students scored at or above the benchmark for the composite score	2024 Acadience Measures
77% of 1st grade students scored at or above the benchmark for the composite score	2024 Acadience Measures
54% of 4th grade students scored at or above the benchmark for the composite score	2024 Acadience Measures

52% of 5th grade students scored at or above the benchmark for the composite score	2024 Acadience Measures
81% of Kindergarten students scored at or above the benchmark for next number fluency	2024 Acadience Measures
80% of 1st grade students score at or above the benchmark for advanced quantity discrimination	2024 Acadience Measures
33% of 2nd grade students scored at or above benchmark in computation	2024 Acadience Measures
47% of 3rd grade students scored at or above benchmark in computation	2024 Acadience Measures
51% of 4th grade students scored at or above benchmark in computation	2024 Acadience Measures
48% of 5th grade students scored at or above benchmark in computation	2024 Acadience Measures

Mathematics Summary

Strengths

81% of Kindergarten students scored at or above the benchmark for next number fluency
87% of K students scored at or above the benchmark for the composite score
77% of 1st grade students scored at or above the benchmark for the composite score
80% of 1st grade students score at or above the benchmark for advanced quantity discrimination

Challenges

34% of 2nd grade students scored at or above the benchmark for the composite score
33% of 2nd grade students scored at or above benchmark in computation

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
80% of 4th grade students performed proficient or advanced on the 2024 PSSAs	2024 PSSA Results

Science, Technology, and Engineering Education Summary

Strengths

80% of 4th grade students performed proficient or advanced on the 2024 PSSAs
4th grade students at Lincoln Elementary met the growth standard on the 22-23 PSSAs for Science.

Challenges

4th Grade students did not meet the 2033 Statewide goal

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students met career readiness standards (22-23)	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We continue to develop and offer an extensive career day and readiness program.
100% of students met career readiness standards (22-23)

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Students with disabilities in 3rd grade performed the following on the Reading PSSAs: 3 - Below Basic, 2 - Basic, 1 Proficient	
Students with disabilities in 4th grade performed the following on the Reading PSSAs: 6 Below Basic, 4 Basic	
Students with disabilities in 5th grade performed the following on the Reading PSSAs: 2 Below Basic, 5 Basic, 1 Proficient	
Students with disabilities in 3rd grade performed the following on the Math PSSAs: 3 - Below Basic, 2 - Basic, 1 Proficient	
Students with disabilities in 4th grade performed the following on the Math PSSAs: 8 - Below Basic, 1 - Basic, 1 Proficient	
Students with disabilities in 5th grade performed the following on the Math PSSAs: 6 - Below Basic, 2 - Basic	
Students with disabilities in 4th grade performed the following on the Science PSSAs: 2 - Below Basic, 5 - Basic, 2 Proficient, 1 Advanced	

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In English language arts, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)	
In English language arts, students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)	
In mathematics, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)	

In mathematics, students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)	
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Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

In math, 32.5% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2022-2023 data)
In English language arts, 34.6% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2022-2023 data)
Students with disabilities in 4th grade performed the following on the Science PSSAs: 2 - Below Basic, 5 - Basic, 2 Proficient, 1 Advanced
In mathematics, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)
In English language arts, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)
In mathematics, students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)
Students with disabilities in 4th grade performed the following on the Math PSSAs: 8 - Below Basic, 1 - Basic, 1 Proficient
Students with disabilities in 5th grade performed the following on the Math PSSAs: 6 - Below Basic, 2 - Basic

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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)

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Lincoln Elementary School has successfully implemented a PBIS team and develop a schoolwide plan. Maintaining, improving, and growing this program will continue to be a challenge.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Lincoln Elementary School's Science performance ranks higher than that of the state average. (2022-2023 Data)	True
Lincoln Elementary School's Mathematics performance ranks higher than that of the state average. (2022-2023 Data)	False
80% of 4th grade students scored at or above the benchmark for the ORF accuracy score.	False
88% of Kindergarten students scored at or above the benchmark for the reading composite score.	True
94% of Kindergarten students scored at or above the benchmark for the PSF score.	False
71% 3rd grade students scored at or above the benchmark for the ORF accuracy score.	False
80% of 4th grade students performed proficient or advanced on the 2024 PSSAs	True
81% of Kindergarten students scored at or above the benchmark for next number fluency	True
Students with disabilities in 4th grade performed the following on the Science PSSAs: 2 - Below Basic, 5 - Basic, 2 Proficient, 1 Advanced	False
87% of K students scored at or above the benchmark for the composite score	False
77% of 1st grade students scored at or above the benchmark for the composite score	False
We continue to develop and offer an extensive career day and readiness program.	False
Lincoln Elementary School provides varied assessments to students thus gathering multiple data points across all content areas.	False
Lincoln Elementary School has a positive environment directly impacts our high levels of attendance. (School spirit days, family nights, Staff supported by PTO)	False
In math, 32.5% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2022-2023 data)	False
In English language arts, 34.6% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2022-2023 data)	False
80% of 1st grade students score at or above the benchmark for advanced quantity discrimination	False
4th grade students at Lincoln Elementary met the growth standard on the 22-23 PSSAs for Science.	False
100% of students met career readiness standards (22-23)	False
In mathematics, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)	False
In English language arts, students identified as economically disadvantaged met the growth standard on PSSAs. (2022-2023 data)	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Lincoln Elementary School's data shows that our students that are economically disadvantaged are not achieving at the rate of their peers. (2022-2023 Data)	True
Lincoln Elementary School's data shows that our students are performing below the state average in ELA. (2022-2023 Data)	True
Lincoln Elementary School's data shows that our students are growing below the state average in Math. (2022-2023 Data)	True
54% 2nd students scored at or above the benchmark for the reading composite score.	False
34% of 2nd grade students scored at or above the benchmark for the composite score	False
33% of 2nd grade students scored at or above benchmark in computation	False
Ensuring that students attend score in order to participate in our programming offered.	False
59% of 2nd grade students scored at or above the benchmark for the ORF accuracy score.	False
Students with disabilities in 4th grade performed the following on the Math PSSAs: 8 - Below Basic, 1 - Basic, 1 Proficient	False
Students with disabilities in 5th grade performed the following on the Math PSSAs: 6 - Below Basic, 2 - Basic	False
54% of 5th grade students scored at or above the benchmark for the reading composite score.	False
Lincoln Elementary School has successfully implemented a PBIS team and develop a schoolwide plan. Maintaining, improving, and growing this program will continue to be a challenge.	True
Students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)	False
4th Grade students did not meet the 2033 Statewide goal	False
In mathematics, students identified as economically disadvantaged did not meet the performance standard on PSSAs. (2022-2023 data)	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Lincoln Elementary School's data shows that our students that are economically disadvantaged are not achieving at the rate of their peers. (2022-2023 Data)		True
Lincoln Elementary School's data shows that our students are performing below the state average in ELA. (2022-2023 Data)		True
Lincoln Elementary School has successfully implemented a PBIS team and develop a schoolwide plan. Maintaining, improving, and growing this program will continue to be a challenge.		False
Lincoln Elementary School's data shows that our students are growing below the state average in Math. (2022-2023 Data)		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
88% of Kindergarten students scored at or above the benchmark for the reading composite score.	
80% of 4th grade students performed proficient or advanced on the 2024 PSSAs	
Lincoln Elementary School's Science performance ranks higher than that of the state average. (2022-2023 Data)	
81% of Kindergarten students scored at or above the benchmark for next number fluency	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students that identify as economically disadvantaged will undergo increased progress monitoring in the areas of ORF fluency, computation, and concepts and applications areas. We will focus and increase our efforts related to family and community involvement for this subgroup.
	Students will undergo increased progress monitoring in the areas of ORF fluency and word correct.

Goal Setting

Priority: Students that identify as economically disadvantaged will undergo increased progress monitoring in the areas of ORF fluency, computation, and concepts and applications areas. We will focus and increase our efforts related to family and community involvement for this subgroup.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.			
Measurable Goal Nickname (35 Character Max)			
Reading - Economically Disadvantaged			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.	65 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.	70 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.	80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.			
Measurable Goal Nickname (35 Character Max)			
Math - Economically Disadvantaged			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.	65 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.	70 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.	80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
There will be a 50% increase in family engagement for our students identified as economically disadvantaged			
Measurable Goal Nickname (35 Character Max)			
Family Engagement - Economically Disadvantaged			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
20% increase in attendance in family engagement activities for families who identify as economically disadvantaged.	25% increase in attendance in family engagement activities for families who identify as economically disadvantaged.	40% increase in attendance in family engagement activities for families who identify as economically disadvantaged.	50% increase in attendance in family engagement activities for families who identify as economically disadvantaged.

Priority: Students will undergo increased progress monitoring in the areas of ORF fluency and word correct.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80 % of ALL students will perform at or above level in the reading composite score.			
Measurable Goal Nickname (35 Character Max)			
Reading - ALL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60 % of ALL students will perform at or above level in the reading composite score.	65 % of ALL students will perform at or above level in the reading composite score.	70 % of ALL students will perform at or above level in the reading composite score.	80 % of ALL students will perform at or above level in the reading composite score.

Action Plan

Measurable Goals

Reading - Economically Disadvantaged	Math - Economically Disadvantaged
Family Engagement - Economically Disadvantaged	Reading - ALL

Action Plan For: Increase Progress Monitoring - ELA

Measurable Goals:
<ul style="list-style-type: none"> 80 % of ALL students will perform at or above level in the reading composite score. 80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Action Step		Anticipated Start/Completion Date	
We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student ELA data		2024-06-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. McFarland - Principal Academic Core Team Members	Acadience progress monitoring probe materials.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we collect student data on a more frequency basis we will be able to see what is working and what needs to be improved. This will enable us to adjust and ensure appropriate instruction and student growth.	Dr. McFarland - Principal Academic Core Team Members We will complete progress monitoring for those student performing below expected performance levels every two weeks and all students every 4 weeks. We will use our acadience measures and sweep procedures.

Action Plan For: Increase Progress Monitoring - Math

Measurable Goals:
<ul style="list-style-type: none"> 80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.

Action Step		Anticipated Start/Completion Date	
We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student math data.		2024-06-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Dr. McFarland - Principal Academic Core Team Members	Acadience progress monitoring probe materials.	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we collect student data on a more frequency basis we will be able to see what is working and what needs to be improved. This will enable us to adjust and ensure appropriate instruction and student growth	Dr. McFarland - Principal Academic Core Team Members We will complete progress monitoring for those student performing below expected performance levels every two weeks and all students every 4 weeks. We will use our acadience measures and sweep procedures.

Action Plan For: Increase Communication and Events for Families

Measurable Goals:
<ul style="list-style-type: none"> There will be a 50% increase in family engagement for our students identified as economically disadvantaged

Action Step		Anticipated Start/Completion Date	
By collaborating with our PTO, we will increase the number of family events.		2024-06-30	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. McFarland - Principal PTO	Needed materials to hold parent engagement events. Seesaw and blackboard to improve communication to families.	No	
Action Step		Anticipated Start/Completion Date	
Increase the level and means of communication to our families identified as economically disadvantaged as it related to our school and community events.		2024-06-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. McFarland - Principal Classroom teachers Building office staff PTO	Seesaw, blackboard communication	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we are able to increase and improve our related communication about the events, it is likely that involved and engagement will increase accordingly.	Dr. McFarland Principal PTO We will monitor our involvement and engagement after each event. We will use parent sign ins and checklists to track attendance.

Action Plan For: Standards Based Curricular Implementation

Measurable Goals:
<ul style="list-style-type: none"> 80 % of ALL students will perform at or above level in the reading composite score. 80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Action Step		Anticipated Start/Completion Date	
Implementation of CKLA Amplify Skills strand Curriculum at the K-2 Level		2024-06-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. McFarland - Principal Reading Specialists	CKLA Amplify Skills strand Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Additionally, adding a skills strand piece designed to strategically target developmental skills will assist us in providing a stronger and more comprehensive foundation for our students.	Dr. McFarland will monitor the implementation of the CKLA program via daily walkthroughs and observations.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Increase Progress Monitoring - ELA• Increase Communication and Events for Families	Title I schoolwide expenditure	246243.00
Total Expenditures			246243

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase Progress Monitoring - ELA	We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student ELA data
Increase Progress Monitoring - Math	We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student math data.
Standards Based Curricular Implementation	Implementation of CKLA Amplify Skills strand Curriculum at the K-2 Level

Training for our staff to administer Acadience Progress monitoring probes

Action Step		
<ul style="list-style-type: none"> We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student math data. We will increase our progress monitoring, review of instruction, academic groupings, and collaboration related to student ELA data 		
Audience		
All teachers		
Topics to be Included		
How to conduct our acadience probes How to interrupt our acadience probes How to use data to improve instruction and student achievement		
Evidence of Learning		
Observation of administering of probes Observation of collaboration and data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. McFarland - Principal Academic Core Team Members	2024-06-30	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 4d: Participating in a Professional Community 3d: Using Assessment in Instruction 2c: Managing Classroom Procedures 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Training of new standards based curricular program

Action Step		
<ul style="list-style-type: none"> Implementation of CKLA Amplify Skills strand Curriculum at the K-2 Level 		
Audience		
All ELA teachers		
Topics to be Included		
Introduction to CKLA Skills strand program components Scope and Sequence of the CKLA Skills strand Assessing effectiveness of instructional of CKLA Skills strand program		
Evidence of Learning		
Student growth Classroom walkthroughs and observations Teacher discussions and reflection on learning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. McFarland - Principal Reading Specialists	2024-06-30	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Every 9 weeks
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 	

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Matthew E. McFarland Sr.	2024-07-01
School Improvement Facilitator Signature	Date