

Profile and Plan Essentials

School		AUN/Branch
Lincolnway El Sch		112678503
Address 1		
2625 West Philadelphia St		
Address 2		
City	State	Zip Code
York	PA	17404
Chief School Administrator		Chief School Administrator Email
Dr Todd M Davies		TMDavies@wyasd.org
Principal Name		
Mr. Scott Shirey		
Principal Email		
srshirey@wyasd.org		
Principal Phone Number		Principal Extension
7177923902		4001
School Improvement Facilitator Name		School Improvement Facilitator Email
Ms. Melissa Appnel		mmappnel@wyasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ms. Catherine Kveragas	Principal	Lincolnway Elementary	cmkveragas@wyasd.org
Ms. Melissa Appnel	District Level Leaders	West York Area School District	mmappnel@wyasd.org
Ms. Shay Becker	Teacher	Lincolnway Elementary	ssbecker@wyasd.org
Ms. Jennifer Myers	Teacher	Lincolnway Elementary	jrmyers@wyasd.org
Ms. Lori Trimmer	Community Member / Business Representative	West Manchester Township	
Ms. Vanessa Bicher	Parent	Lincolnway Elementary	
Ms. Megan Wachowski	Assistant	Lincolnway Elementary	mmwachowski@wyasd.org
Shelly Geller	Education Specialist	Lincolnway Elementary/	sggeller@wyasd.org
Todd Davies	Chief School Administrator	West York Area School District	tmdavies@wyasd.org
Scott Shirey	Principal	Lincolnway Elementary	srshirey@wyasd.org

Vision for Learning

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.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent Proficient or Advanced in ELA	Increase from 2022-2023 to 2023-2024; all student groups increased in achievement except students with disabilities.
Percent Proficient or Advanced in Mathematics	All student group is performing above state average; all student group increased achievement significantly - a 4% increase.
Participation	Test participation is at 99.5% in ELA and Mathematics.

Challenges

Indicator	Comments/Notable Observations
Achievement: Math and ELA Combined	28.26% of students identified as 2 or more races met achievement goals.
State Assessment Measures - Mathematics	All student groups increased in their achievement except for students with disabilities and white students.
State Assessment Measures - ELA	Students with disabilities performed at 18.2% proficient/advanced. This is less than the previous year. All other reported student groups increased in their achievement.
Achievement: Math and ELA Combined	28.26% of students identified as 2 or more races met achievement goals.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
Percent Proficient or Advanced in ELA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	All reported student subgroups except for students with disabilities have increased in achievement percentages. Specifically All student group - achievement went from 47.1 to 49.5% African American/Black - Insufficient Sample American Indian or Alaskan Native - insufficient sample Asian (not hispanic) - insufficient sample Combined Ethnicity - 34.1% to 43.8% Hawaiian Native/pacific Islander - insufficient sample 2 or more races - insufficient sample Hispanic - scores increased from 36.2% to 36.4% (not statistically significant) White - students increased achievement from 57.3% to 62.4% Economically Disadvantaged - increased growth score from 43.2% to 46.8% in 2024 English Learners - insufficient sample

Indicator Percent Proficient or Advanced in Mathematics ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	Comments/Notable Observations All student group is performing above state average. All reported student subgroups increased achievement percentages except for white students and students with disabilities. specifically All student group - achievement improved from 36.5% to 44.6% African American/Black - Insufficient Sample American Indian or Alaskan Native - insufficient sample Asian (not hispanic) - insufficient sample Combined Ethnicity - fairly stable from 69 to 70 growth score. Hawaiian Native/pacific Islander - insufficient sample Hispanic - scores increased from 21.3% to 34.1% in 2024 2 or more Races - insufficient sample Economically Disadvantaged - increased achievement score from 32.2% to 37.8% in 2024 English Learners - insufficient sample
Indicator Participation ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Test participation is at 99.5% in ELA and Mathematics. All student group - 97.3% African American/Black -100% American Indian or Alaskan Native - insufficient sample Asian (not hispanic) - insufficient sample 2 or more Races - insufficient sample Hawaiian Native/pacific Islander - insufficient sample Hispanic - 98% White - 96.6% Economically Disadvantaged - 99.1% English Learners - insufficient sample Students with Disabilities - 89.5% Combined Ethnicity - 97.7%

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator State Assessment Measures - ELA ESSA Student Subgroups Hispanic, Students with Disabilities	Comments/Notable Observations Students with disabilities performed at 18.2% proficient/advanced. This is a decrease from the previous year. 36.2% of students identified as Hispanic performed at proficient/advanced levels.
Indicator State Assessment Measures - Mathematics ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations 18.2% of students identified as students with disabilities performed at proficient/advanced levels. This is a decrease from 23.3% in 2023 59.4% of white students performed at proficient/advanced levels. This is a decrease from 61.2% in 2023 yet exceeds state averages.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

In ELA, an increase from 2022-2023 to 2023-2024; all student groups increased in achievement except students with disabilities.
In Math, the all student group is performing above state average; the all student group increased achievement 4% increase.
Test participation is at 99.5% in ELA and Mathematics.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All student subgroups with the exception of white students continue to perform below the all-student group in both ELA and Mathematics.
In ELA, students with disabilities performed at 20% proficient/advanced. This is a decrease from the previous year.
In Mathematics, 18.2% of students identified as students with disabilities performed at proficient/advanced levels.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Fountas and Pinnell Benchmark Assessment - 2nd grade	The 23-24 end-of-year data indicated that 78% of students met the end-of-year proficiency expectations. This was up 16% from the initial assessment. Almost all students (98%) made growth from the beginning of the year to the end of the year. In addition, 60% of students made a full year's growth from the initial assessment to the end-of-year assessment. The assessment is comprehensive as it includes decoding, fluency, and comprehension.
PSSA	Lincolnway, as a school that educates second and third grade students only, has one grade tested on the PSSA. The most recent third grade PSSA indicates that 47.7% of students reached proficiency on the state assessment. Highly quality instructional resources that were added in the 19-20 school year will provide for consistent, Standards aligned, and vertically articulated instruction within the school.
Fountas and Pinnell Benchmark Assessment - 3rd Grade	The 23-24 end-of-year data indicated that 75% of students met the proficiency expectations on the assessment. This was up 13% from the initial assessment. Additionally, 100% of students made growth from the initial assessment to the end-of-year assessment with 89% of students making a year's worth of growth from beginning of year to the end of year. Cohort data was available. In 2nd grade in 22-23, only 65% of students made a year's growth from fall to spring assessments.

English Language Arts Summary

Strengths

Over 76% of students are meeting grade level proficiency expectations on the Fountas and Pinnell Benchmark assessment. Over 90% 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 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.

Challenges

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 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 and screeners 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.

Mathematics

Data	Comments/Notable Observations
PSSA	Only one grade level of students (third grade) takes the PSSA at Lincolnway Elementary as it serves students in grades two and three only. 2023 reporting shows 3rd grade students Math proficiency at 44.6% on the PSSA. This is an increase from the last measure of 36.5% in 2022. The Lincolnway 2023 score is above the state average.
EDM End of Unit Assessments	End of unit math assessments prior teachers with data to determine if reteaching or further differentiated instruction is needed. End of Year data demonstrated that students are over 80% proficient in most standards. Students were 75% proficient or higher in 4 standards.
EDM Daily Assessment Check Ins	This observational data provides formative data to teachers so that they can differentiate instruction based on students' readiness levels.

Mathematics Summary

Strengths

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.

Challenges

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

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.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	The Science PSSA is not administered at Lincolnway.
End of Module Assessments - Science	End of module assessments provide teachers with students' attainment of science concepts.
Observations and Checklists	Observations and checklists provide formative data for teachers to determine Science instructional decisions.

Science, Technology, and Engineering Education Summary

Strengths

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.

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

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

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

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Work Portfolio	The district has developed a 339 Plan that is vertically aligned across the district. Student artifacts are collected as evidence at each grade level.

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.

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.

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.

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.

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
PSSA	student cohort groups are going up and down. The district is absorbing intensive classrooms for specialized placements (autistic support, complex needs)

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	Students are increasing in achievement in both ELA and Math.

Student Groups by Race/Ethnicity

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

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.

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 experienced 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

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.

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.

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
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	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary

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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Emerging
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?

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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

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?

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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.
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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.
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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
In ELA, an increase from 2022-2023 to 2023-2024; all student groups increased in achievement except students with disabilities.	True
In Math, the all student group is performing above state average; the all student group increased achievement 4% increase.	False
Test participation is at 99.5% in ELA and Mathematics.	False
Over 76% of students are meeting grade level proficiency expectations on the Fountas and Pinnell Benchmark assessment. Over 90% of students are making growth in reading levels between assessment periods at an appropriate rate for the timeline.	True
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 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.	True
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.	False
Parent and Family engagement activities continue and receive positive feedback.	True
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.	True
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.	False
The district received a PA SMART Grant to expand technology integration into its curriculum.	False
The district's new ELA program contains informational texts that include Science topics.	False
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.	False
Math achievement is reported to families as meeting, approaching, or not meeting expectations at various assessment periods throughout the school year.	False
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.	True
The district had developed a 339 Plan in accordance with state requirements that is vertically aligned across all grade levels.	False
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.	False
Services to EL students are planned and delivered based on students' language proficiency levels by experienced ESL teachers. Instruction is based on effective practices including small group instruction, individual instruction, and push in classroom instruction.	True

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.	True
Align curricular materials and lesson plans to the PA Core Standards	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Although all students are a focus for the school, the school's Student Services team and data team monitors data for various student groups.	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
In ELA, students with disabilities performed at 20% proficient/advanced. This is a decrease from the previous year.	True
In Mathematics, 18.2% of students identified as students with disabilities performed at proficient/advanced levels.	True
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 and screeners to support effective and maximized instructional planning for growing readers.	False
All student subgroups with the exception of white students continue to perform below the all-student group in both ELA and Mathematics.	True
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.	True
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.	True
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.	True
Continued professional development is necessary to consider building pre-requisite skills with manipulatives and replacement activities to support student math confidence.	False
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.	True
Creating a schedule that meets the diverse needs of students is important.	False

It is critical that data analysis occurs on a regular basis to continue to monitor various groups of students.	False
The school will need to continue opportunities that were gained from participation in the PA SMART Grant.	False
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.	False
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.	False
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.	True

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.

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In ELA, students with disabilities performed at 20% proficient/advanced. This is a decrease from the previous year.		False
In Mathematics, 18.2% of students identified as students with disabilities performed at proficient/advanced levels.	Students who are not demonstrating proficiency need continued access to high quality tier 1 instruction and curriculum. When necessary, interventions should also occur.	False
All student subgroups with the exception of white students continue to perform below the all-student group in both ELA and Mathematics.	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.	True
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.	Professional development and vertical discussions around student data and student problem solving will support high level student thinking and achievement.	True
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.		False
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.	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.	False
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.		False
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	False

	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.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Over 76% of students are meeting grade level proficiency expectations on the Fountas and Pinnell Benchmark assessment. Over 90% of students are making growth in reading levels between assessment periods at an appropriate rate for the timeline.	The implementation of a benchmark assessment system that is aligned to the district's ELA instructional materials will allow for monitoring of student data. Data driven instructional decision making will be able to occur.
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 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.	Lincolnway will be able to continue its use of its school-wide Title 1 Reading Specialists in a flexible manner based on data. Multiple types of support will be able to be provided included individual, small group, and co-teaching instruction. Modeling of effective strategies and co-planning and co-teaching by Reading Specialists and classroom teachers will allow for the implementation of proven practices.
Parent and Family engagement activities continue and receive positive feedback.	Having seen growth in attendance at Title 1 parent and family engagement events during the school year, Lincolnway will need to consider how best to engage families from the start of the school year.
Services to EL students are planned and delivered based on students' language proficiency levels by experienced 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.	
In ELA, an increase from 2022-2023 to 2023-2024; all student groups increased in achievement except students with disabilities.	
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.	
Align curricular materials and lesson plans to the PA Core Standards	Having implemented new high quality, standards aligned ELA instructional materials in the 2019-2020 school year, Lincolnway established the principle of ongoing professional development that included coaching as a means to utilize its new resources with fidelity allowing for ongoing professional growth.

Monitor and evaluate the impact of professional learning on staff practices and student learning	The district has a system in place to survey professional development participants. Classroom walk-throughs and formal observations are conducted to ascertain the application of professional development within the classroom.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Grade level teams work collaboratively to implement ELA curriculum. Opportunities for professional development include collaboration. Co-teaching and/or co-planning with Reading Specialist occurred during the 2019-2020 school year.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	With the implementation of Fountas and Pinnell Classroom, a grade level facilitator was chosen to provide leadership of program implementation for each grade level. Reading Specialists also supported the implementation of the program. Lincolnway will continue to provide support in the area of Structured Literacy.
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.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	All students should have the opportunity to demonstrate on-level proficiency in literacy.
	Data teaming will support student achievement of standards in ELA and Math

Goal Setting

Priority: All students should have the opportunity to demonstrate on-level proficiency in literacy.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Grade-Level Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will have a benchmark/baseline for student achievement in ELA	65% of students will meet ELA grade level expectations, measured by the fall/winter reading assessment	70% of students will meet ELA grade level expectations, measured by the district reading assessment	75% of students will meet ELA grade-level expectations, as measured by the spring district reading assessment

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
80% of students will meet mathematics grade level expectations as reported by curriculum program assessments			
Measurable Goal Nickname (35 Character Max)			
Math Grade-Level Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50% of students will begin the school year meeting math grade-level expectations	60% of students will begin the school year meeting math grade-level expectations	65% of students will begin the school year meeting math grade-level expectations	70% of students will begin the school year meeting math grade-level expectations

Priority: Data teaming will support student achievement of standards in ELA and Math

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Data teaming will occur monthly to support 80% student achievement in classroom based assessments in reading and math			
Measurable Goal Nickname (35 Character Max)			
data teaming			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
establish process and calendar/baseline data points for students	Monthly data teaming will occur in ELA and/or Math, supporting 80% achievement	students will be 80% proficient in classroom based assessments measured by data teaming protocols	students will be 80% proficient in classroom based assessments measured by data teaming protocols

Action Plan

Measurable Goals

ELA Grade-Level Proficiency	Math Grade-Level Proficiency
data teaming	

Action Plan For: Early Warning Intervention and Monitoring System

Measurable Goals:	
80% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment. 80% of students will meet mathematics grade level expectations as reported by curriculum program assessments - Data teaming will occur monthly to support 80% student achievement in classroom based assessments in reading and math	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update developed local schedule for data team review of early warning data system. The early warning data system includes achievement, discipline, and attendance data.		2025-08-11	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Student Information System; District Calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize data teams to analyze individual student data and develop targeted interventions		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Student data; intervention resources; collaboration time and opportunities; classroom teachers and specialists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze data monthly from early warning system		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Student information system; Reading Specialists; Instructional Support Teacher, School Psychologist, ESL Teacher, Classroom Teachers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review available Future Ready data		2025-11-04	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Future Ready PA website; data exports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze impact of interventions		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Student data; intervention resources; collaboration time and opportunities; classroom teachers and specialists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct School Attendance Improvement Plan conferences with families		2025-10-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselor	Student information system; plan documentation; incentives	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor the plan and its implementation quarterly		2025-10-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	student data; frcpp	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Complete Firefly assessments to support online assessment mandate		2025-10-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Technology Director	chromebooks, technology integrator, Online tools tutorial	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement from baseline and achievement of goals	Data analysis will be completed by principal and data team quarterly, using the early warning system

Action Plan For: Instructional Coaching

Measurable Goals:
80% of Lincolnway students will meet ELA grade-level expectations as measured by the district reading assessment.

- 80% of students will meet mathematics grade level expectations as reported by curriculum program assessments

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize Title 1 Reading Specialists, Instructional Support Teacher, and content-area coaches to extend students' literacy and math skills based on data		2025-08-20	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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 activities will be paid for through federal programs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At least 50% of Lincolnway students will make a year's growth or more from the start of the school year to the end of the school as measured by the district's reading assessment	Data analysis completed quarterly; Act 48 feedback forms following PD; classroom observation and walkthrough data;

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Early Warning Intervention and Monitoring System • Instructional Coaching	salaries	182873	
Instruction	• Early Warning Intervention and Monitoring System • Instructional Coaching	benefits	141078	
Title II.A and Title IV.A Transfer Funds	• Early Warning Intervention and Monitoring System • Instructional Coaching	training	5000	
Instruction	• Early Warning Intervention and Monitoring System • Instructional Coaching	supplies	1800	
Total Expenditures				330751

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Coaching	Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students

ELA and Math Coaching/Data Teaming

Action Step		
Utilize sustained job-embedded professional development opportunities to enrich instructional knowledge to meet the diverse literacy and math needs of students		
Audience		
Faculty		
Topics to be Included		
ELA and Math Standards Student problem solving strategies Structured Literacy strategies Growth, Guided Reading Strategy		
Evidence of Learning		
Reflection forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals, Instructional Leaders, Reading Specialists	2025-08-13	2026-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Todd Davies	2026-01-08
Building Principal Signature	Date
Scott Shirey	2026-01-07
School Improvement Facilitator Signature	Date
Melissa Appnel	2026-01-07