

Wallace El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Wallace Elementary		112678503
Address 1		
2065 High Street		
Address 2		
City	State	Zip Code
York	Pa	17408
Chief School Administrator		Chief School Administrator Email
Dr. Todd M. Davies		tmdavies@wyasd.org
Principal Name		
Mr. Jonathan Hoffman		
Principal Email		
jdhoffman@wyasd.org		
Principal Phone Number		Principal Extension
717-764-6869		6001
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa M. Appnel		mmappnel@wyasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. Jonathan Hoffman	Principal	Wallace Elementary	jdhoffman@wyasd.org
Ms. Melissa Lamparter	Teacher / Literacy Coach	Wallace Elementary	mllamparter@wyasd.org
Ms. Jacquelyn Niemiec	Teacher	Wallace Elementary	jcniemiec@wyasd.org
Melissa Appnel	District Level Leaders	West York Area School District	mmappnel@wyasd.org
Courtney McCullough	Paraprofessional	Wallace Elementary	clmccullough@wyasd.org
Katie Owings	Parent	Wallace Elementary	kpowings@gmail.com
Brittany Sunday	Parent	Wallace Elementary	sundayfamof4@gmail.com
Virginia Carter	Community Member	West York Area School District	vrarter@wyasd.org
Briana Seitz	Principal	Wallace Elementary	blseitz@wyasdorg

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.

True K	True 1	False 2	False 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
On Track Measures - Attendance	Kindergarten and First Grade students attend Wallace Elementary. The only category that contains data for the Wallace Elementary is under "On Track Measures." Per the future ready index, Wallace's attendance data for the 22-23 school year increased to 77.9%. The local team has monitored this and will continue to inform parents of the importance in getting their child to school.
On Track Measures - Attendance	Future Ready data is available for the 2022-2023 school year. Examining student groups of attendance data, both white and two or more races, and english learner subgroups have displayed attendance percentages above the school's percentage.

Challenges

Indicator	Comments/Notable Observations
On Track Measures - Third Grade Reading	Wallace Elementary only has attendance as a data point in the Future Ready Index as the school services Kindergarten and First Grade students only. Wallace Elementary is a feeder school to Lincolnway Elementary (grades 2 & 3) where the Third Grade student take the PSSA. Wallace students receive instruction in foundational knowledge that is built upon at Lincolnway. Research has demonstrated that third grade reading proficiency is critical to future school success.
State Assessment Measures - English/Language Arts	Wallace Elementary with Kindergarten and First Grade students is a feeder school to Lincolnway Elementary where Third Grade students take the PSSA.
State Assessment Measures - Mathematics	Wallace Elementary students do not take the PSSA as they are Kindergarten and first grade students. Examining Lincolnway Elementary's PSSA data occurs as Wallace is a feeder school to Lincolnway.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Attendance ESSA Student Subgroups White	Comments/Notable Observations White students at Wallace had an attendance rate of 79.7%.
Indicator Attendance ESSA Student Subgroups Multi-Racial (not Hispanic), English Learners	Comments/Notable Observations Wallace's Two or More races students had an attendance rate of 80.4%. Wallace English Learners had an attendance rate of 81.8%

Challenges

Indicator On Track Measures - Third Grade Reading ESSA Student Subgroups	Comments/Notable Observations Wallace Elementary only has attendance as a data point in the Future Ready Index as the school services Kindergarten and First Grade students only. Wallace Elementary is a feeder school to Lincolnway Elementary (grades 2 &3) where the Third Grade student take the PSSA. Wallace students receive instruction in foundational knowledge that is built upon at Lincolnway. Third grade reading data appears in both on track measures and state assessment measure on the Future Ready Index. Research has demonstrated that third grade reading proficiency is critical to future school success.
Indicator State Assessment - English/Language Arts ESSA Student Subgroups	Comments/Notable Observations Wallace Elementary with Kindergarten and First Grade students is a feeder school to Lincolnway Elementary where Third Grade students take the PSSA.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator State Assessment Measures - English/Language Arts ESSA Student Subgroups	Comments/Notable Observations Wallace Elementary is West York's school for Kindergarten and first grade students. It feeds into Lincolnway Elementary which services the district's second and third grade students.
Indicator State Assessment Measures - Mathematics ESSA Student Subgroups	Comments/Notable Observations Wallace Elementary is a school attended by Kindergarten and first grade students only. It serves as a feeder school to Lincolnway Elementary.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator State Assessment Measures - Mathematics ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The district's Kindergarten and first grade students attend Wallace Elementary. Wallace Elementary serves as a feeder school to Lincolnway Elementary, which instructs the district's second and third grade students.
Indicator State Assessment Measures - Mathematics ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations Wallace Elementary is a school attended by Kindergarten and first grade students only. It serves as a feeder school to Lincolnway Elementary.

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.

White students at Wallace had an attendance rate of 77.9% which is around the state-wide 78.1% average.
Wallace's Two or More races students had an attendance rate of 80.4%. This is above the statewide average of 78.1%.
On Track Measures - Attendance - Wallace Elementary students do not take the PSSA as they are Kindergarten and first grade students. Examining Lincolnway Elementary's PSSA data occurs as Wallace is a feeder school to Lincolnway.

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.

Wallace Elementary only has attendance as a data point in the Future Ready Index as the school services Kindergarten and First Grade students only. Wallace Elementary is a feeder school to Lincolnway Elementary (grades 2 &3) where the Third Grade student take the PSSA. Wallace students receive instruction in foundational knowledge that is built upon at Lincolnway. Third grade reading data appears in both on track measures and state assessment measure on the Future Ready Index. Research has demonstrated that third grade reading proficiency is critical to future school success.
Wallace Elementary is West York's school for Kindergarten and first grade students. It feeds into Lincolnway Elementary which services the district's second and third grade students. Analyzing the data from the Lincolnway 2021-2022 PSSA, only 37.8% of Lincolnway students with disabilities taking the English/Language Arts PSSA reached proficiency on the PSSA. This is an increase from the 2020-2021 school year. The school's English/Language Arts proficiency percentage was 47.1%
Available Future Ready PA attendance data is from the 2022-2023 collection.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Kindergarten Screening	Students entering Kindergarten are administered a locally developed screener. The students contains various ELA concepts including alphabet recognition. Results of the screener provide Kindergarten teachers with some initial data about their students prior to the start of the school year.
Fountas and Pinnell Benchmark Assessment - Kindergarten	At the end of the 24-25 school year, 75% of Kindergarten reached the proficiency benchmark on the Fountas and Pinnell Benchmark Assessment. 94% of students showed growth between the beginning of year assessment and the end of year assessment. Kindergarten students exceeding expectations increased from 10% at the beginning of the year to 40% at mid-year to 40% at the end of the year. There was an increase of students demonstrating proficiency overall from the beginning of the year to the end of the year.
Fountas and Pinnell Benchmark Assessment - First Grade	At the end of the 24-25 school year, 81% of first grade students met proficiency on the Fountas and Pinnell Benchmark Assessment. 97% of first grade students demonstrated text level growth between the initial assessment and end of year assessment. First Grade students exceeding expectations increased from 39% at the beginning of the year to 60% at mid-year to 63% at the end of the year. There was an increase of students demonstrating proficiency overall from the beginning of the year to the end of the year.
PSSA	Wallace Elementary students do not take the PSSA. They are the district's feeder school to Lincolnway where the third grade PSSA is administered. Wallace provides the literacy foundational knowledge for the district's students. Lincolnway which houses the district's second and third grade students has only one grade tested on the PSSA. We purchased a standards-based curricula that is consistent K-3. This will provide for instruction coherence within the school. In addition, it will allow for a vertical articulation of early childhood literacy skills from Kindergarten - Third Grade.

English Language Arts Summary

Strengths

In the 2020-2021 school year the district purchased the Fountas and Pinnell Guided Reading component. These four components are research based, standards aligned, and provide instructional coherence and continue to be implemented. Explicit phonics instruction is being researched and considered in implementation for Shared Reading
The Fountas and Pinnell Benchmark assessment is aligned to the instructional materials. The assessment evaluates decoding, fluency, and comprehension. Formative assessments including running records are used to inform classroom instructional decisions. A majority of students are meeting proficiency expectations on the Fountas and Pinnell Benchmark Assessment. Student growth of reading levels have been realized by a majority of students.
Meetings with parents/families and community stakeholders such as the Kindergarten Transition Focus Group are positive.
Professional development was ongoing throughout the year as the school implemented its ELA instructional resources.

Challenges

The school will continue to expand opportunities for parent and family engagement. This includes at home reading programs.
Continue to monitor students for achievement gaps in the 2025- 2026 school year. A schedule has been developed to track and analyze data and 3 benchmark points throughout the year.
Continued job-embedded professional development for professional and support staff is needed to maintain progress made in the 2025 - 2026 school year with a focus on Structured Literacy.

The school strives to work towards systematic implementation of its new ELA curricular resources. Included in this resource are four components of high-quality instruction, including shared reading, reading mini-lessons, interactive read Aloud, and small group Guided Reading.

Mathematics

Data	Comments/Notable Observations
PSSA	Wallace Elementary students do not take the PSSA as it services students in Kindergarten and first grade only. Wallace is the feeder school to Lincolnway Elementary. 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.
Kindergarten Screener	Incoming Kindergarten students are administered a locally developed Kindergarten screener. Multiple math skills are evaluated including oral counting and counting sets. Data from the Kindergarten Screener becomes baseline data for Kindergarten students as they begin their Kindergarten year.
EDM Daily Assessment Check Ins	This observational data provides formative data to teachers so that they can differentiate instruction based on students' readiness levels. This data will be collected and analyzed throughout the year during professional development opportunities with teachers.

Mathematics Summary

Strengths

The district has an adopted, research based mathematics program, EDM, which is standards aligned and provides for horizontal articulation of skills. EDM is used in all elementary grades and attends to the standards of mathematical practices. The program includes ongoing assessments. Students engage in higher order thinking.

District progress reports share mathematics achievement to families in terms of meeting, approaching, or not meeting expectations at its various assessment periods throughout the academic year.

Challenges

Professional development opportunities will be focused on implementation of our resources and understanding pre-requisite skills and grade level expectations.

Professional development opportunities are essential to providing teachers time in analyzing data, looking at our EDM resource, and ensuring the program is being implemented with fidelity across the grade level and throughout the building.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Observations and checklists	Formative Science data is collected by teachers through observations and checklists. Data driven decisions are made from observations and checklists.
PSSA	The Science PSSA is not administered at Wallace Elementary as it provides instruction for the district's Kindergarten and first grade students.
End of Module Assessments	End of module assessments allow teachers to ascertain if students have grasped recently taught science concepts.

Science, Technology, and Engineering Education Summary

Strengths

ALL Wallace classroom teachers participated in STEELS training last year.

The district has adopted the FOSS curriculum which provides for hands-on Science opportunities. Inquiry based learning is highlighted.

Trimmer Elementary is West York's Elementary School where the Science PSSA is administered. PSSA Science scores for achievement and growth are above the statewide average.

The district's ELA instructional resources include informational text that align to various Science topics.

Challenges

We will continue to investigate and refine our science instruction through the STEELS standards and align curriculum according to those requirements and expectations.

Through curriculum work, opportunities for content integration should be examined. Reviewing the vertical articulation of curriculum is important. We will take a closer look into schedules with the goal of ensuring adequate time is allotted to daily science instruction. The scheduling of Science in the daily classroom schedule is a concern.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Portfolio	The district has developed a 339 Plan that is vertically aligned across the district. At each grade level, a student artifact is collected.

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.

Based on state requirements, the district has created a 339 Plan.
Some early childhood books aligned to career awareness are housed in the school's media center.
There are books included in the district's ELA materials that are aligned to career awareness.

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 expansion of early childhood appropriate career materials such as diverse, informational texts would be beneficial. Integrating career readiness into the schedule with meaningful activities designed for Kindergarten and First Grade students is important.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

Wallace's data team monitors data on an ongoing basis for all students within the school. Progress monitoring occurs to make future instructional decisions for students.
Wallace Elementary is served by EL teacher(s) who plan and delivers instruction based on effective research based practices. Instruction is varied including small group and classroom push in support. Instruction is based on students' language levels.
A school schedule is developed for students with disabilities to optimize their instructional time balancing 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.

Ongoing data analysis needs to continue to best meet the needs of the school's students.
Creating a master schedule that meets the diverse needs of students is critical so that students develop the necessary foundational skills essential for future school success.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
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	Exemplary
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	Exemplary
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	Exemplary
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	Exemplary
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	Exemplary

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 Standards.
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.
Implement evidence-based strategies to engage families to support learning.
Monitor and evaluate the impact of professional learning on staff practices and student learning.

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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The practice of Implementing evidence-based strategies to engage families to support learning does not fall in the "not yet evident" or "emerging" categories, but it is important to the school to enrich parent and family engagement initiatives.
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The practice of collectively shaping the vision for continuous improvement of teaching and learning does not fall in the "not yet evident" or "emerging" categories but it is important that student data is monitored and instructional coherence is achieved with effective, research-based practices.
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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
White students at Wallace had an attendance rate of 77.9% which is around the state-wide 78.1% average.	False
Wallace's Two or More races students had an attendance rate of 80.4%. This is above the statewide average of 78.1%.	False
On Track Measures - Attendance - Wallace Elementary students do not take the PSSA as they are Kindergarten and first grade students. Examining Lincolnway Elementary's PSSA data occurs as Wallace is a feeder school to Lincolnway.	False
In the 2020-2021 school year the district purchased the Fountas and Pinnell Guided Reading component. These four components are research based, standards aligned, and provide instructional coherence and continue to be implemented. Explicit phonics instruction is being researched and considered in implementation for Shared Reading	True
The Fountas and Pinnell Benchmark assessment is aligned to the instructional materials. The assessment evaluates decoding, fluency, and comprehension. Formative assessments including running records are used to inform classroom instructional decisions. A majority of students are meeting proficiency expectations on the Fountas and Pinnell Benchmark Assessment. Student growth of reading levels have been realized by a majority of students.	True
Meetings with parents/families and community stakeholders such as the Kindergarten Transition Focus Group are positive.	False
Professional development was ongoing throughout the year as the school implemented its ELA instructional resources.	True
The district has an adopted, research based mathematics program, EDM, which is standards aligned and provides for horizontal articulation of skills. EDM is used in all elementary grades and attends to the standards of mathematical practices. The program includes ongoing assessments. Students engage in higher order thinking.	False
District progress reports share mathematics achievement to families in terms of meeting, approaching, or not meeting expectations at its various assessment periods throughout the academic year.	False
ALL Wallace classroom teachers participated in STEELS training last year.	False
The district has adopted the FOSS curriculum which provides for hands-on Science opportunities. Inquiry based learning is highlighted.	False
Trimmer Elementary is West York's Elementary School where the Science PSSA is administered. PSSA Science scores for achievement and growth are above the statewide average.	False
The district's ELA instructional resources include informational text that align to various Science topics.	False
Based on state requirements, the district has created a 339 Plan.	False
Some early childhood books aligned to career awareness are housed in the school's media center.	False
There are books included in the district's ELA materials that are aligned to career awareness.	False
Wallace's data team monitors data on an ongoing basis for all students within the school. Progress monitoring occurs to make future instructional decisions for students.	True

Wallace Elementary is served by EL teacher(s) who plan and delivers instruction based on effective research based practices. Instruction is varied including small group and classroom push in support. Instruction is based on students' language levels.	False
A school schedule is developed for students with disabilities to optimize their instructional time balancing grade level instruction and differentiated instruction to meet the students' IEP goals.	False
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.	False
Implement evidence-based strategies to engage families to support learning.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Align curricular materials and lesson plans to the PA Standards.	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
Wallace Elementary only has attendance as a data point in the Future Ready Index as the school services Kindergarten and First Grade students only. Wallace Elementary is a feeder school to Lincolnway Elementary (grades 2 &3) where the Third Grade student take the PSSA. Wallace students receive instruction in foundational knowledge that is built upon at Lincolnway. Third grade reading data appears in both on track measures and state assessment measure on the Future Ready Index. Research has demonstrated that third grade reading proficiency is critical to future school success.	True
Wallace Elementary is West York's school for Kindergarten and first grade students. It feeds into Lincolnway Elementary which services the district's second and third grade students. Analyzing the data from the Lincolnway 2021-2022 PSSA, only 37.8% of Lincolnway students with disabilities taking the English/Language Arts PSSA reached proficiency on the PSSA. This is an increase from the 2020-2021 school year. The school's English/Language Arts proficiency percentage was 47.1%	False
Continued job-embedded professional development for professional and support staff is needed to maintain progress made in the 2025 - 2026 school year with a focus on Structured Literacy.	True
Continue to monitor students for achievement gaps in the 2025- 2026 school year. A schedule has been developed to track and analyze data and 3 benchmark points throughout the year.	True
The school will continue to expand opportunities for parent and family engagement. This includes at home reading programs.	True
Available Future Ready PA attendance data is from the 2022-2023 collection.	True
Professional development opportunities will be focused on implementation of our resources and understanding pre-requisite skills and grade level expectations.	False
The school strives to work towards systematic implementation of its new ELA curricular resources. Included in this resource are four components of high-quality instruction, including shared reading, reading mini-lessons, interactive read Aloud, and small group Guided Reading.	True

Professional development opportunities are essential to providing teachers time in analyzing data, looking at our EDM resource, and ensuring the program is being implemented with fidelity across the grade level and throughout the building.	False
We will continue to investigate and refine our science instruction through the STEELS standards and align curriculum according to those requirements and expectations.	True
Through curriculum work, opportunities for content integration should be examined. Reviewing the vertical articulation of curriculum is important. We will take a closer look into schedules with the goal of ensuring adequate time is allotted to daily science instruction. The scheduling of Science in the daily classroom schedule is a concern.	False
The expansion of early childhood appropriate career materials such as diverse, informational texts would be beneficial. Integrating career readiness into the schedule with meaningful activities designed for Kindergarten and First Grade students is important.	False
Ongoing data analysis needs to continue to best meet the needs of the school's students.	False
Creating a master schedule that meets the diverse needs of students is critical so that students develop the necessary foundational skills essential for future school success.	False
The practice of collectively shaping the vision for continuous improvement of teaching and learning does not fall in the "not yet evident" or "emerging" categories but it is important that student data is monitored and instructional coherence is achieved with effective, research-based practices.	False
The practice of Implementing evidence-based strategies to engage families to support learning does not fall in the "not yet evident" or "emerging" categories, but it is important to the school to enrich parent and family engagement initiatives.	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.

The Wallace Title 1 Schoolwide Committee reflected upon the action steps that were the focus of the 2024-2025 Title 1 School-wide Plan. Consideration and time will need to be devoted to informing parents of the importance in student attendance. Other considerations include time allotted for teacher professional development in ELA and EDM instructional practices and resources. In addition, the committee noted that training is a necessary component of the new STEELS standards and adopted curriculum

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Wallace Elementary only has attendance as a data point in the Future Ready Index as the school services Kindergarten and First Grade students only. Wallace Elementary is a feeder school to Lincolnway Elementary (grades 2 &3) where the Third Grade student take the PSSA. Wallace students receive instruction in foundational knowledge that is built upon at Lincolnway. Third grade reading data appears in both on track measures and state assessment measure on the Future Ready Index. Research has demonstrated that third grade reading proficiency is critical to future school success.	Local data is collected 3x a year in reading proficiency	False
Available Future Ready PA attendance data is from the 2022-2023 collection.	Regular attendance within the current school year is monitored for appropriate responses.	False
The school will continue to expand opportunities for parent and family engagement. This includes at home reading programs.		False
Continue to monitor students for achievement gaps in the 2025- 2026 school year. A schedule has been developed to track and analyze data and 3 benchmark points throughout the year.	We will track students informally on a monthly basis, and formally 3 times/year through benchmark assessments. We will support students who are well below proficiency through small groups and interventions as necessary.	True
Continued job-embedded professional development for professional and support staff is needed to maintain progress made in the 2025 - 2026 school year with a focus on Structured Literacy.	Continued professional development will be necessary to focus on assessment and ensuring we are appropriately challenging students to reach their full potential. Data teaming will be a main component of our focus this year, as we gather in small groups to analyze formative assessments.	True
The school strives to work towards systematic implementation of its new ELA curricular resources. Included in this resource are four components of high-quality instruction, including shared reading, reading mini-lessons, interactive read Aloud, and small group Guided Reading.	We are focusing training this year to incorporate Understanding by Design as an avenue toward deeper learning in an effort to reach 80% proficiency in each grade level. We will continue to use and prioritize our F&P resources to grow students and track their progress toward proficiency.	True
We will continue to investigate and refine our science instruction through the STEELS standards and align curriculum according to those requirements and expectations.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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In the 2020-2021 school year the district purchased the Fountas and Pinnell Guided Reading component. These four components are research based, standards aligned, and provide instructional coherence and continue to be implemented. Explicit phonics instruction is being researched and considered in implementation for Shared Reading	The purchase of new ELA materials provided for instructional coherence that did not previously exist. In the 2020-2021 school year, a fourth component (guided reading) was introduced. Continued investment in training will occur to ensure high levels of implementation as the district continues to align for instructional coherence. High quality, diverse texts are available for guided reading instruction. The guided reading component links to the previous three components purchased and will allow for the higher level questions that occurs in interactive read aloud to be connected in guided reading. In addition, concepts of reading mini-lessons will be able to be reinforced in small group guided reading. Fluency and concepts about print modeled in shared reading will now be able to be applied during guided reading.
The Fountas and Pinnell Benchmark assessment is aligned to the instructional materials. The assessment evaluates decoding, fluency, and comprehension. Formative assessments including running records are used to inform classroom instructional decisions. A majority of students are meeting proficiency expectations on the Fountas and Pinnell Benchmark Assessment. Student growth of reading levels have been realized by a majority of students.	Wallace Elementary will need to continue its implementation of the Fountas and Pinnell Benchmark Assessment system to regularly monitor student growth.
Professional development was ongoing throughout the year as the school implemented its ELA instructional resources.	Ongoing, sustained professional development is essential to further enhance instructional practices especially when introducing new high quality instructional resources.
Wallace's data team monitors data on an ongoing basis for all students within the school. Progress monitoring occurs to make future instructional decisions for students.	Data driven decision making is in place. This allows for differentiated instruction to meet the needs of the school's students.
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Professional development surveys are conducted in the district. Classroom walk-throughs and formal observations are used to determine the application of professional development within the classroom. Feedback is provided based on walk-throughs and observations.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based .	Collaboration occurs through grade level teams. Various opportunities for job-embedded professional development are planned including collaboration. This year our collaboration includes vertical data teaming and focused, small-group teacher discussions.
Implement evidence-based strategies to engage families to support learning.	Wallace Elementary observed growth in attendance at Title 1 parent and family engagement events during the 2023-2024 school year. We will continue to monitor attendance at our Title 1 events, and utilize our parent survey results as a means to increase attendance in future events.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to analyze data on a monthly basis, and track proficiency on benchmark assessments as they occur 3 times per year. We will make academic decisions based on the informal and formal data collections.
	Continued job-embedded professional development is necessary to support high quality planning and instruction in our Wallace Classrooms. This job-embedded professional development includes varied methods including workshops, collaboration, coaching, demonstration lessons, co-teaching and co-planning.
	Instructional coherence across classrooms within a grade level is essential. The use of Fountas and Pinnell Classroom will assist in this endeavor. Shared Reading, Interactive Read Aloud, Guided Reading, LLI, and Reading Mini Lessons and Writing Mini Lessons and Foundations all support reading achievement. Using these high-quality instructional resources consistently will provide the opportunity for student growth and increased student literacy achievement.

Goal Setting

Priority: We will continue to analyze data on a monthly basis, and track proficiency on benchmark assessments as they occur 3 times per year. We will make academic decisions based on the informal and formal data collections.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Through the implementation of high quality, rigorous instructional materials, Fountas and Pinnell Classroom, at least 80% of Wallace's Kindergarten and First Grade students with a full year of data will demonstrate proficiency by the end of the year as measured by the district's reading assessment.			
Measurable Goal Nickname (35 Character Max)			
Student Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
establish baseline data	50% on level or above	75% on level or above	80% or more on level or above

Priority: Instructional coherence across classrooms within a grade level is essential. The use of Fountas and Pinnell Classroom will assist in this endeavor. Shared Reading, Interactive Read Aloud, Guided Reading, LLI, and Reading Mini Lessons and Writing Mini Lessons and Foundations all support reading achievement. Using these high-quality instructional resources consistently will provide the opportunity for student growth and increased student literacy achievement.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
Through the implementation of job-embedded professional development, and the structured approach to data teaming, at least 80% of Wallace students will make a year's growth or more in reading text levels as measured by our benchmark assessment tool.			
Measurable Goal Nickname (35 Character Max)			
Student Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
collect baseline data	evaluate growth targets from beginning of the year, 80% growth gains	evaluate growth from the middle of the year, 80% growth gains	80% of students will make a years worth of growth from fall to spring assessments

Priority: Continued job-embedded professional development is necessary to support high quality planning and instruction in our Wallace Classrooms. This job-embedded professional development includes varied methods including workshops, collaboration, coaching, demonstration lessons, co-teaching and co-planning.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Through the implementation of job-embedded professional development, and the structured approach to data teaming, at least 80% of Wallace students will make a year's growth or more in reading text levels as measured by our benchmark assessment tool.			
Measurable Goal Nickname (35 Character Max)			
Data Team			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Participate in data teams to support 80% student success	Participate in at least 2 data teams to support 80% student success	Participate in at least 2 data teams to support 80% student success	at least 80% of Wallace students will make a year's growth or more in reading text levels as measured by our benchmark assessment tool.
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Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Student Growth	Data Team
Student Proficiency	

Action Plan For: Early Warning System

Measurable Goals:	
- Through the implementation of high quality, rigorous instructional materials, Fountas and Pinnell Classroom, at least 80% of Wallace's Kindergarten and First Grade students with a full year of data will demonstrate proficiency by the end of the year as measured by the district's reading assessment. - Through the implementation of job-embedded professional development, and the structured approach to data teaming, at least 80% of Wallace students will make a year's growth or more in reading text levels as measured by our benchmark assessment tool. - Through the implementation of job-embedded professional development, and the structured approach to data teaming, at least 80% of Wallace students will make a year's growth or more in reading text levels as measured by our benchmark assessment tool.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect student baseline data and monitor 3x year. (F&P Benchmark assessment system), facilitated in Fall, winter, spring, with data collected on a school building data source for analysis. Each student's reading level is tracked. We utilize the F&P benchmark to determine a child's comprehension and fluency score based on their reading of a fiction or non-fiction text.		2025-08-13	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Leaders Classroom Teachers	F&P Benchmark	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze local formative data in reading and math based on local assessments in monthly data teams to include Principals, reading specialists, and a school psychologist, and reported on minimally monthly by teachers to building administration.		2025-08-13	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Leaders Classroom Teachers	Classroom formative data F&P Literacy Continuum	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration will conduct walkthroughs in all content areas minimally quarterly to support implementation of high quality instructional strategy following data team		2025-09-01	2026-06-04

discussions with teachers, around reading and math, and observe student achievement on local formative assessments.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal	Walkthrough Document Data reports from data teams	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use Sapphire Early Warning Systems to monitor student attendance, academics, and behaviors with pupil services team to support 80% success in tier 1 instruction.		2025-09-01	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Student Services Team	Sapphire Early Warning System Pupil Service/Data team agenda	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will achieve 80% proficiency in ELA	Building Administration will monitor this plan using monthly data team reports from grade level teachers and will be supervised by building administrators. Data teams will consist of principals, teachers, and counselors monthly where standards based assessments are reviewed and instructional design is refined to support 80% success for all. Reports are reviewed at minimum monthly.

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 System	salaries	185345	
Instruction	• Early Warning System	benefits	115174	
Title II.A and Title IV.A Transfer Funds	• Early Warning System	training	5728	
Total Expenditures				306247

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning System	Analyze local formative data in reading and math based on local assessments in monthly data teams to include Principals, reading specialists, and a school psychologist, and reported on minimally monthly by teachers to building administration.

Data Teaming

Action Step		
Analyze local formative data in reading and math based on local assessments in monthly data teams to include Principals, reading specialists, and a school psychologist, and reported on minimally monthly by teachers to building administration.		
Audience		
Classroom Teachers and Building Leaders		
Topics to be Included		
Student reading data, high impact instructional strategy		
Evidence of Learning		
reflection forms, student growth		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Leaders, Instructional Leaders, Classroom teachers	2025-08-13	2026-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	at least monthly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	
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
Jonathan D Hoffman	2026-01-05
School Improvement Facilitator Signature	Date
Melissa Appnel	2026-01-05