



Lincoln Elementary

Composite School Plan
2019-2020

Principal Sue Caldwell

PURPOSE

DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Lincoln Elementary is to promote the mission of learning first. To accomplish our purpose, we provide learning opportunities for our community, as well as for our Lincoln students. At Lincoln we have Title I Preschool and Head Start classes for our youngest community members and we provide quality education to our kindergarten through sixth grade students. Our students see that learning is a life-long activity as they see their family and community members come to Lincoln to advance their own learning and educational opportunities.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Lincoln Elementary is located at 591 W. Antelope Drive, adjacent to the prime commercial area in Layton City. This is a suburban setting, with proximity to many businesses, Hill Air Force Base, and the I-15 freeway. We have ten apartment complexes in our boundaries, four mobile home parks, and single-family homes with home values ranging from \$75,000 to \$500,000. This variety, along with an ever-present homeless population gives Lincoln a diverse and challenging mix of students with differing backgrounds.

STUDENT BODY

Lincoln Elementary has approximately 790 students in Pre-K through sixth grade. Our highest ethnic student populations are Caucasian at about 52%, and Hispanic/Latino at about 33%. We also have students who are Asian (3%), African American (4%), Pacific Islander (2%), American Indian (2%) and students with multiple races (5%). Our students have some risk factors including Economic Disadvantage (55%), Limited English Proficiency (18%), and Special Education services (18%), including some students with severe disabilities. Lincoln's mobility rate is 33%.

STAFF

Due to the number of services we provide to students and community, Lincoln has many staff members. We have 40 certified staff members (teachers/administrators) who work in concert with 55 classified support staff to provide services in a variety of areas to meet the needs of our students. Our certified staff members are all highly qualified and many have Master's Degrees. The Lincoln classified staff who work with students are also highly qualified; having either Associates Degrees or having successfully shown proficiency in Math and Language Arts through rigorous assessments given through the Title 1 department at the district level and through the school.

SCHOOL CULTURE

Lincoln Elementary is a community-oriented school. We are anxious to be the link between our families and accessing the educational system. Due to our location, we have a number of business partners who help us motivate students and families towards educational success. These businesses contribute student incentive coupons, school-wide activity support, and teacher/parent/volunteer recognition opportunities.

Our Lincoln Family Nights—both Math and Literacy—have been successful in bringing families into Lincoln to learn about ways to support their child’s learning. We also host a yearly Fall Carnival that brings in most of our families, including their teenage students, to enjoy a shared family and community event.

Our math coach in conjunction with community volunteers runs an after-school math tutoring program to give students access to individualized instruction in math. Our Music Prep teacher involves nearly 100 students in choir and ukulele practices and performances throughout the year.

We work to help the community feel that Lincoln is their school—this includes our Open Computer Lab time where any member of the community may come in and use our computers to allow access to job search, email, and other key communication opportunities. We encourage our community to volunteer at Lincoln with our students and we have a part-time Volunteer Coordinator who facilitates this. Our students benefit from seeing these adult role models. The Lincoln culture is one of support and respect.

UNIQUE FEATURES & CHALLENGES

Lincoln Elementary is always working to meet the needs of our population. This includes having almost all our classroom teaching staff endorsed with an English Language Learner (ELL) endorsement. We feel this helps meet the needs of our ELL population. We have our Home Team students who help our frequently-arriving new students become acclimated to the Lincoln school culture. This is particularly important given our 33% mobility rate. Our school breakfast, summer lunch, Bountiful snack-packs, and Lincoln food pantry provide vital support to families with food needs. We are grateful for strong support of our community and neighboring communities that help us keep our pantry stocked. In addition to food we also receive donations of coats, hats, gloves, shoes, backpacks, socks, and underwear, all made available to students in need.

Our Before and After School program provides a safe environment where students can be supervised, complete homework with support, have opportunities for enrichment activities, and have continued interaction with peers. This is so important because many of our students are unsupervised at home due to parents’ work schedules. Many of our parents find it necessary to work two or more jobs to provide for their families.

ADDITIONAL INFORMATION

Immersion

This is the fifth year of Spanish Immersion at Lincoln Elementary. We have seen great growth in learning the Spanish language because of this program. We will further this program until we have reached the K-6 model of Immersion Programs. Immersion has provided a place for parents who only speak Spanish to feel needed as volunteers and as part of the school system.

Title I Tutors

Title 1 tutors are an essential component to the learning and growth of our students at Lincoln Elementary. They have had extensive training in being able to track students' growth through a variety of tests. Students spend time daily with tutors learning math and reading skills and are an effective tool in Tier II instruction.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Despite our many challenges, based on our SAGE test scores we have been awarded the Growth Recognition Award for two years.

Lincoln is a community school that offers everything from Head Start and Pre-School to adult technology access through our community computer lab. Lincoln also has a high rate of attendance for our Family Academic Nights.

Lincoln has the only two-way dual immersion program in the district. This opportunity validates students who are already bilingual and helps them to become literate in both languages. It also opens the door to our public education system to those who are often shut out or marginalized because of language barriers.

AREAS OF RECENT IMPROVEMENT

At Lincoln Elementary, we have been working strategically to address our student reading and phonics proficiency. Using the Core Phonics Survey, we have seen significant increases across all grade levels. This has been in response to small group instruction using our Title 1 tutors four times a week for a thirty-minute period with each grade level.

In addition to focusing on reading and writing, our faculty has been focusing on improved mathematics instruction through purposeful PD and coaching. Teachers report feeling more confident in their math teaching. Their confidence is evidenced in overall teacher and student attitudes about math.

AREAS OF NEEDED IMPROVEMENT

Chronic absenteeism continues to be an ongoing issue which can be a result of the high mobility rate (33%) in our school community.

The technology availability at Lincoln is an area that needs improvement. Many students lack exposure and access to technology and have poor keyboarding skills or other skills that will be needed in their future careers. In addition, we need to unify our

writing instruction throughout all grade levels and continue to focus on needed DIBELS proficiency school-wide.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

Increase the percent of K-6 students scoring “at/above benchmark” on end of year 2017 to end of year 2018 DIBELS scores by five percent.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

With a high rate of mobility, about 1/3 of our student body each year, when we compare data year to year we do not have the rate of growth expected. We have found that when we look at BOY to EOY data we do a great job helping students achieve.

Prior Year Goal #2:

Math coach will support teachers in implementation of District Math Programs K-6 and STEM (Lego Education) by providing PD and one-on-one help as needed to build teacher ability and confidence.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #3:

All grade levels will develop and implement formative assessments for two genres of writing.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Increase our K-3 DIBELS proficiency level BOY to EOY 2018-2019 by 5%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current data shows that K has increased percent proficient by 21.67 and 1st grade increased by 14.90. 2nd grade has decreased by 1.41 percent and 3rd grade by 4.62 percent.

Current Year Goal #2:

Increase High Stakes Summative Math Test scores 2% using blended learning techniques in grades 3-6 classrooms.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

DCT Blended Learning PD to increase teacher pedagogy and confidence.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$7,432.00
B – Allocated new funds for 2018-2019	\$75,291.00
C – Total Budget for 2018-2019.....	\$82,723.00
D – Projected spending during 2018-2019.....	\$82,273.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$86,085.00
G – Total projected funding for 2019-2020	\$86,085.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase K-3 DIBELS BOY to EOY proficiency level by 5 %.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

DIBELS BOY-MOY-EOY data.

Action Plan:

Benchmark testing will determine students with greatest need and teachers, with the help of intervention tutors, will provide Tier II instruction to fill gaps in knowledge.

Provide Language Arts software for blended learning support.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$30000.00	Intervention Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$5000.00	Language Arts Software
Equipment	\$	\$	
Total	\$	\$35000.00	

GOAL #2:

Increase high stakes summative Math scores 2% using blended learning techniques K-6.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

End of year summative Math score data.

Action Plan:

Monthly CMI professional development with emphasis on Math and Technology.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$5000.00	Stipends for PD
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$5000.00	

GOAL #3:

Increase student performance and achievement in Reading, Mathematics, Technology, and Science, content areas- by supporting teacher development and expertise throughout academic areas listed. DCT Blended Learning PD to increase teacher pedagogy and confidence.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Look at end-of-level scores that will increase due to improved teaching strategies. Teacher reported efficacy and support through PD process by survey.

Action Plan:

Teachers will meet once a month to learn more about instructional use of technology. Increase technology access throughout school and fund additional technology needs through LAND Trust funds.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$46000.00	Chromebooks, iPads, Carts,
Total	\$	\$46000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$86,085.00
- I – Total projected funding for 2019-2020\$86,535.00
- J – Total planned expenditures for 2019-2020\$86,000.00
- K – Planned carryover into 2020-2021 \$535.00
- L – Is planned carryover more than 10% of projected new funds?

- Yes No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

We would put additional funds toward more training and technology for teachers.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|--|
| <input type="checkbox"/> Letters to policy makers | <input type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/25/2019**

Number who approved: **10**

Number who did not approve: **0**

Number who were absent or abstained: **0**

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Monthly CMI PD following the DCT model with a focus on increasing teacher pedagogy and confidence with blended learning in math and language arts. Increasing teacher capacity and confidence with their tier 1 instruction always positively impacts student achievement.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.

- Offer high quality professional development opportunities.
- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.

- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - RISE
 - DLM
 - WIDA
- District assessments
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.

- During collaborative team meetings, teachers review data to identify how students are performing.
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning



FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols