



# COMPOSITE SCHOOL PLAN

LINCOLN ELEMENTARY - SY 2021

PRINCIPAL SUE CALDWELL

## SCHOOL 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.

### SCHOOL PURPOSE

The purpose of Lincoln Elementary is to promote Learning First. To accomplish our purpose, we provide learning opportunities for our community as well as our students. At Lincoln we have Pre-school 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 a 591 W. Antelope Drive, adjacent to 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 fourteen apartment complexes, six multi-family units, four mobile home parks, and single-family homes with home values ranging from \$75,000 to \$750,000 in our boundaries. This variety, along with an ever-present homeless population, gives Lincoln a diverse and challenging mix of students from different backgrounds.

## STUDENT BODY

Lincoln Elementary has approximately 800 students in Pre-K through sixth grade. Our highest ethnic student populations are Caucasian at about 51%, and Hispanic/Latino at about 33%. We also have students who are Asian (2%), 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 (22%), and Special Education services (17%), 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 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 sixth year of our two-way Spanish Immersion at Lincoln Elementary. We have seen great growth in learning the Spanish language because of this program. 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

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, after the COVID19 quarantine, some of our technology was lost or damaged and needs replacement.

The COVID19 experience has provided teachers with an opportunity to use technology to better help students learn. However, teachers need help in learning how to leverage the use of technology in delivering quality learning that leads to mastery for all students.

# PRIOR YEAR STATUS REPORT

## REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

### **PRIOR YEAR 2019 GOAL #1 :**

Increase our K-3 Acadience proficiency level beginning of year (BOY) to end of year (EOY) 2018-2019 by 5%.

*Met Goal (comments optional)*

Comments:

Our K-3 Acadience Reading scores increased from 39.4% At or Above Proficient BOY to 54.2% At or Above Proficient at EOY.

### **PRIOR YEAR 2019 GOAL #2:**

Increase summative math test scores 2% using blended learning techniques in grades 3-6 classrooms.

*Did Not Meet Goal (comments required)*

Comments:

Because of the new testing system--RISE--and the questions about validity of scores, I only have the % proficient for last years test to report. Our Math Proficiency was 29.6%.

### **PRIOR YEAR 2019 GOAL #3:**

Davis Collaborative Teams (DCT) Blended Learning PD to increase teacher pedagogy and confidence.

*Met Goal (comments optional)*

Comments:

Teachers have attended the trainings available. Many of the strategies taught in these PD courses are being used in classrooms every day.

# CURRENT YEAR PROGRESS REPORT

## REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

### **CURRENT YEAR 2020 GOAL #1:**

Increase K-3 Acadience beginning of year (BOY) to end of year (EOY) proficiency level by 5 %.

*Progressing according to plan*

Comments:

Already there has been an increase in students at or above proficiency in Acadience scores BOY 38% to middle of year (MOY) 45%. At this rate, we expect an additional 5% boost by EOY.

### **CURRENT YEAR 2020 GOAL #2:**

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

*Progressing according to plan*

Comments:

\*\*All state summative testing has been suspended.

Teachers have participated in PD to increase knowledge and capability and are using blended learning techniques on a daily basis.

### **CURRENT YEAR 2020 GOAL #3:**

Davis Collaborative Teams (DCT) Blended Learning PD to increase teacher pedagogy and confidence.

*Progressing according to plan*

Comments:



Teachers have been able to attend 4 of the 5 PD trainings and are putting their new knowledge to use with students daily.

# LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 11,306.69
B - Allocated new funds for current year 2020	\$ 86,085.00
C - TOTAL Budget for current year 2020	\$ 97,391.69
D - Projected spending during current year 2020	\$ 85,082.87
E - Expected carryover from current year 2020	\$ 12,308.82
F - Projected new funding for next year 2021	\$ 94,595.00
<b>G - Total projected funding for next year 2021</b>	<b>\$ 106,903.82</b>

# GOALS AND PLANNED ACTIONS / RESOURCES

## 2021 NEW GOAL #1:

Increase K-3 Acadience beginning of year (BOY) to end of year (EOY) proficiency level by 5 %.

### District Strategic Plan Area:

Student Growth & Achievement,

### Academic area(s) addressed by the goal:

Reading, Writing,

### Measures to determine progress/successful completion of the goal:

BOY, middle of year (MOY) and EOY benchmarks.

### Action Plan:

After the beginning of year benchmark, students will receive Tier 2 interventions provided by the classroom teacher as well as by intervention tutors.

Provide language arts software to support personalized learning.

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

Yes (complete the budget sections)

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

No (skip the budget section)

### Explain how these efforts directly affect student achievement.

### Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
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<b>Budget Category</b>	<b>Expenditures</b> <i>Academic</i>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Description</b>
Salaries & Benefits (100 and 200)	\$ 30,000.00	\$ .00	Intervention Tutors
Professional and Technical Services (300)	\$ .00	\$ .00	
Repairs & Maintenance (400)	\$ .00	\$ .00	
Printing	\$ .00	\$ .00	
Transportation/Admission/Per Diem (510, 530, 580)	\$ .00	\$ .00	
General Supplies (610)	\$ .00	\$ .00	
Textbooks (641)	\$ .00	\$ .00	
Online Curriculum or Subscriptions (642)	\$ .00	\$ .00	
Library Books (644)	\$ .00	\$ .00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 5,000.00	\$ .00	Language Arts Software
Technology Equipment > \$5000 (734)	\$ .00	\$ .00	
Equipment < \$5000 (730)	\$ .00	\$ .00	
<b>Total</b>	<b>\$ 35,000.00</b>	<b>\$ .00</b>	
<b>GOAL TOTAL:</b>	<b>\$35,000.00</b>		

## 2021 NEW GOAL #2:

Increase summative math proficiency scores by 2%.

### **District Strategic Plan Area:**

Student Growth & Achievement,

### **Academic area(s) addressed by the goal:**

Mathematics,

### **Measures to determine progress/successful completion of the goal:**

End of year summative Math score data.

### **Action Plan:**

Monthly CMI PD with emphasis on Math content and pedagogy.

Provide math software for personalized learning support.

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

Yes (complete the budget section)

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

No (skip the budget section)

### **Explain how these efforts directly affect student achievement.**

### **Planned LAND Trust Expenses for Goal #2**

<b>Budget Category</b>	<b>Expenditures</b> <i>Academic</i>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Description</b>
Salaries & Benefits (100 and 200)	\$ 5,000.00	\$ .00	Teacher stipend/substitute for PD

<b>Budget Category</b>	<b>Expenditures</b> <i>Academic</i>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Description</b>
Professional and Technical Services (300)	\$ .00	\$ .00	
Repairs & Maintenance (400)	\$ .00	\$ .00	
Printing	\$ .00	\$ .00	
Transportation/Admission/Per Diem (510, 530, 580)	\$ .00	\$ .00	
General Supplies (610)	\$ .00	\$ .00	
Textbooks (641)	\$ .00	\$ .00	
Online Curriculum or Subscriptions (642)	\$ .00	\$ .00	
Library Books (644)	\$ .00	\$ .00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 4,500.00	\$ .00	Math Software
Technology Equipment > \$5000 (734)	\$ .00	\$ .00	
Equipment < \$5000 (730)	\$ .00	\$ .00	
<b>Total</b>	<b>\$ 9,500.00</b>	<b>\$ .00</b>	
<b>GOAL TOTAL:</b>	<b>\$9,500.00</b>		

## 2021 NEW GOAL #3:

We will increase student growth in knowledge of mathematics content and concepts in grades K-6 by 15%. We will be employing concepts of personalized learning to achieve this growth.

Student perception of learning is important in achieving the mathematics goal. So, in addition, we also will increase student survey of teacher responses from an average of 3.5 to 3.7 on questions:

- 1- The work I do in this class helps me learn
- 2- My teacher makes learning interesting
- 3- I know what I am supposed to do in this class
- 6- My teacher asks questions that make me think
- 9- My teacher helps me know how I am doing in this class

And, decrease the "No" responses on the "Do you like to come to school?" item as part of the school climate survey from 8% to 6%.

### **District Strategic Plan Area:**

Culture, Student Growth & Achievement,

### **Academic area(s) addressed by the goal:**

Mathematics, Technology,

### **Measures to determine progress/successful completion of the goal:**

We will measure growth using mathematics benchmark tests 5 times in the 2020-2021 school year-first week of school and then at the end of each term.

And, we will provide surveys at the end of each term to determine student perceptions of targeted items 1, 2, 3, 6 and 9 above.

### **Action Plan:**

Provide Personalized Learning PD for teachers by joining other schools in the district in hiring personalized learning expert Eric Sheninger to help with implementation of key concepts in mathematics instruction using personalized learning methods.

Increase technology available to students to almost 1:1

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

Yes (complete the budget section)

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

No (skip the budget section)

**Explain how these efforts directly affect student achievement.**

**Planned LAND Trust Expenses for Goal #3**

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 5,000.00	\$ .00	Subs and Stipends for PD
Professional and Technical Services (300)	\$ 10,000.00	\$ .00	Eric Sheninger
Repairs & Maintenance (400)	\$ .00	\$ .00	
Printing	\$ .00	\$ .00	
Transportation/Admission/Per Diem (510, 530, 580)	\$ .00	\$ .00	
General Supplies (610)	\$ .00	\$ .00	
Textbooks (641)	\$ .00	\$ .00	
Online Curriculum or Subscriptions (642)	\$ .00	\$ .00	
Library Books (644)	\$ .00	\$ .00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 45,000.00	\$ .00	iPads, Laptops, Carts
Technology Equipment > \$5000 (734)	\$ .00	\$ .00	
Equipment < \$5000 (730)	\$ .00	\$ .00	



Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
<b>Total</b>	<b>\$ 60,000.00</b>	<b>\$ .00</b>	
<b>GOAL TOTAL:</b>	<b>\$60,000.00</b>		

# ADDITIONAL LAND TRUST QUESTIONS

## SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 94,595.00
I - Total projected funding for next year 2021	\$ 106,903.82
J - Total planned expenditures for next year 2021	-\$ 104,500.00
K - Planned carryover into following year 2022	\$ 2,403.82
L - Is planned carryover more than 10% of projected new funds?	No

**PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)**

## PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website, Labels to identify LAND Trust purchases, School newsletter,

**If Other: Please explain**

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April/7/22020

Number who approved: 9

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, Other (please explain),  
Collaborative Coaching,

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.

We will be joining a team of schools in the district using Eric Sheninger's personalized learning approach where we will be coached by Eric or a member of his team.

## 3. INSTRUCTION BY HIGHLY QUALIFIED INSTRUCTORS

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 INSTRUCTORS

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

## 6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the LAND Trust 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 LAND Trust 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 6<sup>th</sup>-7<sup>th</sup> 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 6<sup>th</sup>-7<sup>th</sup> 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
  - Kindergarten Readiness Inventory (KEEP)
  - Kindergarten Inventory of Skills
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> 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.