



Teacher Student Success Plan LAND Trust only

Lincoln Elementary - SY 2023

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.

School Purpose

The purpose of Lincoln Elementary is to promote Learning First. This is accomplished by sustaining a positive school culture and by ensuring students are safe and cared for, respected, respectful, and responsible. Lincoln Elementary believes that social and emotional learning (SEL) is a foundation for positive learning and enhances ones ability to succeed in school. Lincoln Elementary helps students, and their family, at every level we can to ensure they are able to be ready to learn when they come to school. At Lincoln we also 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 at 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 fifteen apartment complexes (additional under construction), six multi-family units, three mobile home parks, and single-family homes with home values ranging from \$200,000 to over a million, 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 750 students in Pre-K through sixth grade. Our highest ethnic student populations are Caucasian at about 56%, and Hispanic/Latino at about 33%. We also have students who are Asian (1%), African American (2%), Pacific Islander (2%), American Indian (1%) and students with multiple races (5%). Our students have some risk factors including Economic Disadvantage (61%), Limited English Proficiency (19%), and Special Education services (18%), including some students with severe disabilities. Lincoln's mobility rate is 40%. Lincoln also has students coming to us with a large variety of backgrounds; including 22 different languages spoken at home.

Staff

Due to the number of services we provide to students and community, Lincoln has many staff members. We have 37 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. Our certified staff have been trained in SEL strategies so we can meet the variety of needs that our students have each day. 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.

The Lincoln culture is one of support and respect. All Lincoln Elementary staff have a sense of knowing what our kids need. We understand the challenges that this last year has presented and we are being sensitive and supportive of that. We support our students, their parents, and siblings, in a variety of ways so that we can have happy kids that are ready to learn. Our staff all have a sense of community within the school - we all feel that all of our kids are all of our kids. Teachers don't just focus on their class; we all are there for each other and will help one another in an instant.

We are increasing our use of restorative practices and are implementing Sanford Harmony this year for SEL. We also placed proactive circles into our master schedule, at the beginning and end of each day. This dedicated time allows teachers and students to have a chance to check in with each other, brainstorm problems and solutions, and focus on the needs of individuals and/or the class. Our school-wide expectations are Be Safe, Be Responsible, Be Respectful and Be Kind. These are explicitly taught, and retaught to students in our positive, safe environment.

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 40% 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. We have moved our food pantry to our front lobby to make it more accessible to our community. 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. This is an essential program for the safety and success of many of our kids.

Additional Information

Immersion

This is the eighth 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 receive continuous and extensive training in being able to track students' growth through a variety of tests and in instructional practices. Students spend time daily with tutors learning math and reading skills and are an effective tool in Tier II instruction.

Extended Day Kindergarten

Lincoln Elementary is lucky to add forty-five minutes of instruction to some of our more at-risk kindergarten students. These students either come in early for the afternoon session, or stay late after the morning session, and receive intense interventions on their level in a small group. They also get to participate in our school lunch program while they are here.

Needs Analysis

Notable Achievements

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. All of our certified teachers have also been working through the LETRS trainings; most are halfway through the course. This training has provided background, and explicit instruction techniques for reading foundational skills that teacher can instantly implement in their classrooms.

In addition to focusing on reading and writing, our faculty has been focusing on improved instruction through personalized learning. We had a nationwide facilitator provide professional development on the topic and observe our classrooms and provide feedback for continual growth and improvement. Our teachers have also taken several courses and trainings on Canvas. With this training, they have learned how to teach digitally and to personalize their students learning.

Areas of Needed Improvement

Chronic absenteeism continues to be an ongoing issue which can be a result of the high mobility rate (40%) in our school community. This is why the need for SEL is so important at Lincoln Elementary.

Lincoln Elementary has amazing teachers that care about one another and absolutely love their kids; they are passionate and extremely hard working. We want to support our teachers with some extra tools in their toolbox so that they can meet the kids in their class at their level. Students come in our school with a variety of backgrounds and experiences and we need to be able to diagnose and treat in effective and efficient ways. We want to provide training to teachers to be able to do just that.

Prior Year Status Report

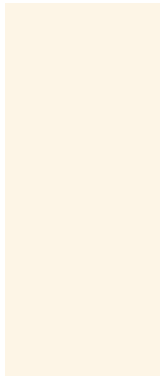
Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Increase K-3 Acadience beginning of year (BOY) to end of year (EOY) proficiency level by 5 %.	Met goal	We started the year with 33% of our K-3 students at or above the proficiency benchmark and ended the year with 49% of our K-3 students at or above the proficiency benchmark.
Increase summative math proficiency scores by 2%.	Did not meet goal	This goal was not able to be measured because of the suspension of testing and the perceived validity of testing that was completed based on the pandemic.
<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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 	Met goal	This goal was met as close as possible. The benchmarks that were administered showed that students made the anticipated progress. The link to the School Climate Survey was not one-to-one as some of these key questions changed and so direct correlation/comparison was not possible.

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%.



Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Using BOY Acadience data, teachers will reduce the number of students identified as At-Risk by 50% at the MOY benchmark test. Additionally, teachers will reduce the number of At-Risk students by 50% again between MOY and EOY.</p>	<p>Not progressing according to plan</p>	<p>At this point of the year, we can see how lofty our goals we set for this year are turning out to be. We have followed steps outlined and have only been able to reduce the % of at-risk students by 4%. This is quite typical for Lincoln as we often see a decrease at MOY with a big bump in proficiency at EOY. We are anxiously awaiting the EOY results.</p>
<p>All students will show a 15% increase in Numbers and Operations grades 1-6. Students will demonstrate use of SEL Strategies Integrated with Math Practice Standards such as: to work in a team, to make decisions and solve problems, to plan, organize and prioritize work, to communicate positively with peers and adults.</p>	<p>Progressing according to plan</p>	<p>Most teachers have completed the necessary benchmark tests and we are awaiting the EOL testing results.</p>
<p>Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goals. Based on research, we expect student centered SEL goals to support learners and learner proficiency as outlined n goals 1 and 2.</p>	<p>Progressing according to plan</p>	<p>Teachers have dedicated time for instruction and follow through with student SEL. This additional time has allowed for students to focus on academic pursuits.</p>

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 0.00
B - Allocated new funds for current year SY21-22	\$ 71,104.00
C - Total Budget for current year SY21-22	\$ 71,104.00
D - Projected spending during current year SY21-22	\$ 71,000.00
E - Expected carryover from current year SY21-22	\$ 104.00
F - Projected new funding for next year SY22-23	\$ 91,644.00
G - Total projected funding for next year SY22-23	\$ 91,748.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	LA
<i>Goal Statement</i>	Sixty-seven percent of students K-3 will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.
<i>Measures</i>	Each student will be assessed using Acadience BOY testing protocols. After this assessment, each teacher will assign students a Pathway to Progress within the Acadience system. We will then use the tracking system within Acadience Pathways to Progress through periodic progress monitoring to track all students throughout the year to see if they are on track to meet the 67% goal.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Language Essentials for Teachers of Reading & Spelling (LETRS) training for entire faculty to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction 2. Reading tutors to support Tier 2 instruction, hired with LAND Trust funds 3. Use of Amplify to identify individual pathways to progress for each student based on Acadience testing. 4. Use of supplemental reading program iReady to support differentiated instruction, funded by LAND Trust monies. 5. Focus on Special Education students so we can enhance their growth and receive a YES identification for adequately meeting the needs of our Students with Disabilities as measured by the Utah State Board of Education Assessment Department

6. Focus on healthy student behaviors and Social Emotional Learning (SEL) strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom

This goal can be categorized as... (choose all that apply)

#SEL#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

Yes

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

Goal LAND Trust Expense Total - \$45,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Intervention Tutors #2	\$ 40,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	iReady licenses #4	\$ 5,000.00

Goal Short Title

MA

Goal Statement

Fifty-five percent of 1-6 grade students will achieve typical growth in iReady Mathematics.

Measures

Typical growth will be measured through iReady diagnostics through out the year-- Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY).

Action Plan (please number steps)

1. Students will take diagnostic assessments at regular intervals throughout the year. iReady license
2. Goals targeting typical growth measures will be set by teachers and teacher monitoring of personalized pathway will be used to determine if students are on the path to reaching typical growth progress.

- 3. Teacher teams will meet with the Math Coach once a month to dive into the current data and plan next steps for whole group and individual student instruction.
- 4. Mathematics often carries with it a negative connotation. Teachers will use appropriate Social Emotional Learning (SEL) activities to help students overcome their fear/dislike for math.
- 5. Supplement technology refresh budget.

This goal can be categorized as... (choose all that apply)

#SEL#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Mathematics

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

Yes

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

Yes

Goal LAND Trust Expense Total - \$45,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	iReady licenses #1	\$ 5,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	Supplement technology refresh budget. #5	\$ 40,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
LA	LAND Trust Academic	Salaries & Benefits	Intervention Tutors #2	\$40,000.00
LA	LAND Trust Academic	Software or Technology	iReady licenses #4	\$5,000.00

		Hardware (each item < \$5000)		
MA	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	iReady licenses #1	\$5,000.00
MA	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	Supplement technology refresh budget. #5	\$40,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 91,644.00
G - Total projected funding for next year SY22-23	\$ 91,748.00
H - Total planned expenditures for next year SY22-23	\$ 90,000.00
I - Planned carryover into the following year SY23-24	\$ 1,748.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any technology related needs will be addressed.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*

---RISE

---DLM

---WIDA

--District assessments

---Kindergarten Readiness Inventory

---Kindergarten Inventory of Skills

---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:

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Available in Office or Library

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Goal #1.

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Goal #2.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|Collaborative

Coaching\Other (please explain)

Title I Plan / TSSP: Other evidence-based methods used by your school

LETRS training for all teachers and admin.

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

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:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

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:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

Back to School | Federal programs video | Website

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

Data from individual classrooms all the way to state high stakes testing. Individual growth and celebrating the smallest of steps toward improvement everyday! The changes in instruction and the additional help given makes a difference.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote 04/11/2022

Number who approved 8

Number who did not approve	0
Number who were absent or abstained	1