



Lincoln Elementary

Composite School Plan
2018-2019

Principal Sue Caldwell

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

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 770 students in Pre-K through sixth grade. Our highest student populations are Caucasian at about 51%, and Hispanic/Latino at about 33%. We also have students who are Asian (2%), African American (3%), Pacific Islander (1.5%), American Indian (2%) and students with multiple races (5%). Our students have some risk factors including Economic Disadvantage (59.7%), Limited English Proficiency (20%), 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 have benefited from a

partnership with St. Peter's Episcopal Church who donated time and money to help support our family outreach programs. 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 hard 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.

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, 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 fourth 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.

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.

We continue to show growth on state tests (SAGE). We outpaced the state average growth by 29 points 2016-2017.

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 community council decided to try to engage all students including those who are chronically absent by encouraging participation in STEM activities, Lego Education, math tutoring, and Lynx club. This will be a continuing effort.

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 (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 55% in 2016 to 60% in 2017 (5% increase or approximately 17 students.)

☐ 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.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 11% to 9% (2% reduction or approximately 18 students.)

☐ Met Goal *(comments optional)*

☒ Did Not Meet Goal *(comments required)*

Comments:

We hired a AmeriCorp attendance employee to focus on decreasing chronic absenteeism and yet with her help as well as DCFS intervention we are still well above the expected chronic absenteeism mark.

Goal #3:

As a school we will unify our faculty in an effort to align collaborative teams by implementing the Davis Collaborative Teams Model. Implementation of current collaborative teams is varied across grade levels.

☒ Met Goal *(comments optional)*

☐ Did Not Meet Goal *(comments required)*

Comments:

Goal #4:

In order to increase student's access to all aspects of their educational experience in the classroom, all classroom projectors need to be replaced.

☒ Met Goal *(comments optional)*

☐ Did Not Meet Goal *(comments required)*

Comments:

Goal #5:

Math coach will support teachers in implementation of District Math Programs K-6 by providing PD and one-on-one help as needed to build teacher abilities and confidence.

☒ Met Goal *(comments optional)*

☐ Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

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

Goal #1 (Student Achievement):

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.

☐ Progressing according to plan

☒ Not progressing according to plan

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.

Goal #2 (College, Career, and Community Readiness):

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.

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

Goal #3 (Quality Staffing):

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

☒ Progressing according to plan

☐ Not progressing according to plan

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018	\$74,521.02
B - Estimated total spending during 2017-2018.....	\$61,300.00
C - Expected carryover from 2017-2018 to 2018-2019	\$13,000.00
D - Projected new funding for 2018-2019	\$71,230.00
E - Total projected funding for 2018-2019	\$84,000.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

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

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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:

BOY to EOY DIBELS data.

Action Plan:

Hire 3 intervention tutors to support students/teachers in targeting crucial skills.
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 section 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	\$	\$22,000	3 intervention tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$5,000	Blended learning software - ELA
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$27,000	

GOAL #2:

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

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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 District-Wide Summative Math score data.

Action Plan:

Purchase Math software to support blended learning.

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

- ☒ Yes (*complete the budget sections below*)
- ☐ No (*skip the budget section 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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$5,000	Blended learning software – math.
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$5,000	

GOAL #3:

DCT Blended Learning PD to increase teacher pedagogy and confidence.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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:

Teacher reported efficacy and support through PD process by survey.

Action Plan:

Teacher stipends for PD. Technology increase for classrooms. Teacher grants for additional technology related needs.

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

- ☒ Yes (*complete the budget sections below*)
- ☐ No (*skip the budget section 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	\$	\$5,000	Stipends for PD
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$43,500	Chromebooks, iPads, Carts, Classroom Grants
Equipment	\$	\$	
Total	\$	\$48,500	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019..... \$71,230.00

G - Total projected funding for 2018-2019.....\$84,000.00

H - Total planned expenditures for 2018-2019.....\$80,500.00

I - Planned carryover into 2019-2020..... \$3,500.00

J - 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

Focus on STEM by allocating money towards equipment, instruction, materials.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

☐ Letters to policy makers

☐ School newsletter

☒ Labels to identify LAND Trust purchases

☒ School website

☐ School assembly

☒ School marquee

☐ Other (please explain):

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: 9 April 2018

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) CMI

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 “District Goal #3 (Quality Staffing)” section 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
 - SAGE
 - 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:

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.