

# School Plan 2019-2020 - Lincoln Elementary

## Goal #1 Goal

The average End of Year (EOY) Go Math test score for all Lincoln Elementary students grades 1st through 6th will be 80% on the Spring 2019 EOY Assessment.

## Academic Areas

- Mathematics

## Measurements

Summative Go Math data from all end of unit/chapter testing will be reported to school administration and reviewed by teachers and administration. This data will be used to guide re-teaching and retesting efforts as well as determining the success of the goal.

## Action Plan Steps

1. Model drawing and manipulatives will be used to help in visualization of math problems.
2. Teachers will use supplemental programs (ex. Daily timings, Think Central, IXL) to build number fluency and basic computation skills. \$5000 will be spent on IXL to strengthen student basic skills and be used as a supplement for re-teaching and enrichment learning.
3. Teachers will collaborate with their grade level teams (PLC) to:
  - a. Stay on target with the district pacing guide
  - b. Review common formative assessments
  - c. Determine and share best practices
  - d. Select students for enrichment or remediation
  - e. Develop common assessment dates
4. Teachers will review and report all end of unit/chapter testing results to school administration. Interventions and re-testing will be developed during PLC times and given to students scoring below 80% on end of unit assessments.
5. Para-professionals have been critical in our growth over the past few years. We plan to continue with their support by spending \$10,000 on aide support in the classrooms.
6. We will have principal directed professional development days before school begins and throughout the year as necessary that will help teachers implement the digital resources available through Go Math and IXL. \$500 will be spent to provide stipend and/or supplies for presenters and staff.
7. With the new Go Math online resources we need to purchase one more Chromebook lab for our 1st grade students. All other grade levels have access to at least one lab, except for 1st grade. They will share this lab within the grade level to help supplement enrichment and re-teaching activities for those students that may need it. Chromebooks will be \$5790 (30 X \$193); Software for each machine \$1740 (\$58 X 30; Go Guardian and Google); and Charging cart \$1319.
8. Teachers will provide a Google Calendar schedule for GoMath so that the lab manager can support student learning with Go math digital materials.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Para professionals have been critical in our growth over the past few years. We plan to continue with their support by spending \$10,000 on aide support in Math for each grade level. \$500 will be spent on stipends and supplies for professional development in August.	\$10,500
Technology Related Hardware/Software (< \$5,000 per item) (650)	With the new Go Math online resources we need to purchase one more Chromebook lab for our 1st grade students. Chromebooks will be \$5790 (30 X \$193) Chromebook charging cart to house the 30 Chromebooks \$1319	\$7,109
Software (670)	\$5000 will be spent on IXL Math to strengthen student math skills and to support our goal. Chromebook software \$1740 (\$58X30)	\$6,740
	Total:	\$24,349

## Goal #2 Goal

Our goal is to have 85% of K-4 students demonstrate proficiency as determined by the Acadience composite score during the spring testing session. In 5th & 6th grades 60% of our students will reach end of year proficiency levels on the Scholastic Reading Inventory (SRI) comprehension assessment.

## Academic Areas

- Reading
- Writing

## Measurements

1. The Acadience assessment will be given 3 times (fall, winter, spring). We will use Acadience to progress monitor monthly or as often as needed for at-risk students. The Scholastic Reading Inventory (SRI), a research based computer adaptive reading assessment, will also be used measuring Lexile reading ranges. Individual Literacy Plans will also be generated and tracked for all at-risk students and reviewed by teachers, administrator, and our reading facilitator. Students deemed at-risk or in need of intervention support will receive appropriate Tier 2 instruction. We will use progress monitoring throughout the year with Acadience to check all Tier 2 students on a monthly basis. Classroom teacher or trained para-professionals will facilitate both progress monitoring as well as SRI assessments.

## Action Plan Steps

1. School teams consisting of the principal and reading facilitator and classroom teachers will meet to evaluate assessments as well as other student data. These individuals will create Individual Learning Plans to make math (and reading) instruction specific to individual student needs. To help train teachers and leaders and to create a Professional Learning Community (PLC) within our school seven people will attend a PLC Conference in SLC at a cost of \$4830 (\$690 X 7) for the registration. Substitute teacher cost will be \$1100 (\$220/person X 5 teachers; not needed for admin or literacy facilitator). The primary focus for the staff this year will be improving instruction through the use of assessments and data. Other costs to create a Professional Learning Community within our school and sending seven people to attend a PLC Conference in SLC include: Meal cost will be \$595 (\$34/person/day), mileage expenses will be \$90 (200 miles X 1 vehicle X \$.45), \$1600 hotel (\$200/night X 2 nights X 4 rooms).
2. We have many students in each grade level that would benefit from reading novels at home or as a supplemental resource. Many of our teachers do not have extensive classroom novel collections and would like to continue to add to their libraries to try and reach every reading level in their classrooms. We have designated each grade level to receive \$500 to spend on classroom novels. There are seven grade levels (K through 6th) at \$500 each equaling \$3500.
3. \$2000 will be spent on software to support our reading efforts by using this money to purchase/renew licenses for reading software such as SRI (Scholastic Reading Inventory). Assessments will be administered three times throughout the year (fall, winter, spring). Students determined below proficient or at risk will be invited to attend our before school reading intervention program in the computer lab to complete a prescribed program.

## Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	Substitute teacher costs will be \$1100 for PLC Conference. Seven people will attend a PLC Conference in SLC at a cost of \$4830 (\$690 X 7) for the registration.	\$5,930
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Meal cost will be \$595 (\$34/person/day), mileage expenses will be \$90 (200 miles X 1 vehicle X \$.45), \$1600 hotel (\$200/night X 2 nights X 4 rooms).	\$2,285
General Supplies (610)	We have designated each grade level to receive \$500 to spend on classroom novels. There are seven grade levels (K through 6th) at \$500 each = \$3500.	\$3,500
Software (670)	\$2000 will be spent on Scholastic Reading Inventory to strengthen student reading comprehension skills and to support our goal.	\$2,000
	Total:	\$13,715

## Goal #3 Goal

The proficiency percentage of students in Science (groups and subgroups) will exceed last years student proficiency of 48% by 5% as measured by the state RISE test. Our scores are similar to the state average, but 13% below the district average.

## Academic Areas

- Science

## Measurements

We will compare the 2017-18 Science SAGE score of 48% proficient to the 2018-19 Science SAGE score. We will evaluate gains made to close the 13% gap between Lincoln and Cache School Districts science scores.

## Action Plan Steps

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1. Each grade level will meet with the principal at the beginning of the year and evaluate the RISE science test from the 2018-19 school year to determine the science knowledge and vocabulary they are beginning the school year with. As a team, they will develop a scope and sequence for the science curriculum for the school year. Time has been allotted into each grade levels schedule to teach science for 30 minutes daily (except on Fridays because of early out). The scope and sequence will be shared with the BTSALP music teacher and art teacher to enable them to integrate science into their teaching as well.

2. During the 2018-19 school year, each grade level was given \$800 to purchase science manipulatives. Each grade level would like to continue to replenish and purchase science manipulatives that will help reinforce their grade level science core curriculum. Seven grade levels (K-6th) at \$400 each = \$2800.

3. It benefits our students very much to be able to visually manipulate and learn about science concepts and terms using technology. We would like to continue to promote the use of technology as a resource for research and studies in the areas of science and engineering. In order to do this we need to continue to provide Chromebooks to students in each class. We would like to purchase the individual Chromebooks and software (not the charging cart) to be used for supplemental activities in science and engineering. 30 Chromebooks at \$193 each = \$5790; Software (Go Guardian and Google) 30 X \$58 = \$1740.

## Expenditures

Category	Description	Estimated Cost
General Supplies (610)	We have designated each grade level to receive \$400 to spend on science supplies. Seven grade levels at \$400 each = \$2800.	\$2,800
Technology Related Hardware/Software (< \$5,000 per item) (650)	Chromebooks will be \$5790 (30 X \$193)	\$5,790
Software (670)	Go Guardian and Google software for 30 Chromebooks (30 X \$58)	\$1,740
	Total:	\$10,330

## Goal #4 Goal

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Our English Language Learner (ELL) Students will increase the Growth Points from 19.8 to 25 and Achievement Points from 4.19 to 6.0 on the end of level RISE tests taken in Spring 2020 in each of the core subject areas (math, ELA, and science).

## Academic Areas

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- Reading
- Mathematics
- Writing
- Science

## Measurements

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End of year RISE tests from 2019 and 2020 will be compared in each subject area (Math, ELA, and science) to determine whether that subgroup of students was able to make progress and proficiency with the interventions provided for the 2019-20 school year. Lincoln will need to remain out of the lowest 5% for two consecutive years in order to remain off Targeted School Improvement (TSI).

## Action Plan Steps

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1. Teachers will meet with the principal and reading specialist on a quarterly basis to determine each ELL students proficiency level for each subject area of the RISE end of level test. Using this information, targeted interventions will be determined for each student based on their proficiency levels on the RISE test, WIDA scores, and data from ELL programs provided by the ELL teachers.

2. Teachers will collaborate with their grade level teams (PLC) to:

- Stay on target with the district pacing guide
- Review common formative assessments
- Determine and share best practices
- Select students for enrichment or remediation
- Develop common assessment dates

3. Teachers will review and report all end of unit/chapter testing results to school administration. Interventions and retesting will be developed during PLC times and given to students scoring below 80% on end of unit assessments.

4. We will have district and principal directed professional development days that will help teachers implement the differentiated strategies and proven teaching strategies that will help provide the support that ELL students need in the regular classroom. \$500 will be spent to provide stipends and/or supplies for presenters.

5. As a faculty, we will be completing a book study on a research based book chosen by the district and/or school. This book will help regular classroom teachers know how to use teaching strategies that are effective for all students in the classroom. We will have discussions and assignments on a weekly basis during our PLC time to ensure that these strategies are being taught with fidelity in each classroom. This book will be purchased for any staff member that works directly with students in any academic area. We have about 65 staff members and the books we are considering are around \$20 each.  $65 \times \$20 = \$1300$ .

6. Para-professionals are a critical component to the success of our students. The support we can give our classrooms teachers with extra help by placing para-professionals to assist targeted groups and individual students will be integral to the growth of our struggling students. By placing a para-professional in the classrooms, it will allow the teachers to be able to differentiate their lessons to better accommodate all learners in the classroom. We will use \$9000 for salaries and training for our para-professionals to be in the classrooms to support the teachers and students.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Para professionals have been critical in our growth over the past few years. We plan to continue with their support by spending \$9000 on aide support in core areas for each grade level. \$500 will be spent on stipends and supplies for professional development throughout the summer.	\$9,500
General Supplies (610)	We will be completing a book study on a research based book chosen by the district and/or school. This book will be purchased for any staff member that works directly with students in any academic area. We have about 65 staff members and the books we are considering are around \$20 each. $65 \times \$20 = \$1300$ .	\$1,300
Total:		\$10,800

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$20,000
Professional and Technical Services (300)	\$5,930
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$2,285
General Supplies (610)	\$7,600
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$12,899
Software (670)	\$10,480
Total:	\$59,194

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$3,031
Estimated Distribution in 2019-2020	\$61,620
Total ESTIMATED Available Funds for 2019-2020	\$64,651
Summary of Estimated Expenditures For 2019-2020	\$59,194
<b>This number may not be a negative number</b> Total ESTIMATED Carry Over to 2020-2021	\$5,457

*The Estimated Distribution is subject to change if student enrollment counts change.*

## Funding Changes

*There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?*

We will utilize increased funds for more para-professionals in the classrooms to help assist teachers and students in reteaching and enrichment activities.

## Publicity

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2019-04-10