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 Knowlton Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive for high achievement in all subject areas. We collaborate and review data to create an environment that allows for continuous academic growth for each student. We provide a safe productive environment where teachers are engaged in effective teaching, using a variety of research based instructional strategies. Students are actively engaged in learning. Teachers are highly trained to teach the curriculum standards to accomplish our goals. Knowlton Elementary invites and encourages community involvement and parental support for the benefit of our students.

Description of the School

Community

Knowlton Elementary is located in a suburban area of Farmington, Utah. There are several businesses located within walking distance. Knowlton Elementary has strong parent involvement through volunteering in classrooms, participation in our Parent Teacher Organization (PTO) and our Community Council.

Student Body

Knowlton Elementary has an enrollment of 727 students, including a preschool and 1 Behavioral Communication Intensive Support (BCIS) special education classroom. Enrollment by ethnicity at our school consists of the following Caucasian 88.3%, Multiple Races 3.9%, Hispanic/Latino 5%, American Native 0.4%, Asian 0.6%,Black/ African American 0.7%, Pacific Islander 1.2%. Enrollment by specific risk factors include economically disadvantaged students

13.2%.

Staff

Knowlton staff consists of 26 highly qualified certified teachers, including the following: 3.5 special education teachers, 1.5 speech, school psychologist, 1 literacy coach and 1 school counselor. Knowlton also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music/art specialist, physical education specialists, STEM/computer specialist, reading, math, and special education teacher assistants.

School Culture

Our school culture consists of a triangle made up of parents, teachers and students working together to promote Learning First. Teachers use formative assessments to determine instructional needs, plan reteaching, and enrich opportunities for student learning. Interventions are designed to meet the individual needs of students. Students who are assessed as below proficient in the curriculum areas of reading and math are given interventions to support and encourage growth. It is our philosophy to develop trust and rapport among students and parents alike. Parents are involved in the Parent Teacher Organization and the Community Council. Collaboration is encouraged by the administration and parents to build unity and cohesiveness. Volunteers are actively involved in supporting each classroom. School events are well organized and highly attended.

Unique Features & Challenges

Whole school and grade level programs feature an integration of arts and curriculum standards. Students are provided extension activities including Davis Enhanced Education Program (DEEP), Student Council, and VEX robotics after-school class. The student council serves our school by providing and organizing service-learning activities which involve a community food drive and kindness week. Challenges include safety issues, with school access from a high traffic street. Approximately one third of our students ride a bus to school. Knowlton has one BCIS classroom and a special education pre-school servicing approximately 49 students. Due to our high achievement performance from the past, our challenge is to ensure our students continue to progress as they rebound from the recent drop in scores due to the pandemic. We strive to continue to help students demonstrate proficiency and growth at all levels. Our teachers are consistently improving instruction through continued professional development based on student needs and researched based instructional strategies.

Additional Information

Needs Analysis

Notable Achievements

Knowlton students in 4th-6th grades had a 6% increase in students reaching proficiency on math RISE end of level tests for the 2022 school year. Acadience pathways to progress growth for the 2021-22 school year reflect a 7% increase in students making typical or greater growth from middle-of-year (MOY) to end-of-year (EOY). Acadience composite beginning-of-year (BOY) to (MOY) for the 2022-23 school year reflect a 5% increase in students at or above benchmark.

Areas of Recent Improvement

Knowlton Elementary has provided 1:1 technology for students. Teachers are participating in professional development to increase their knowledge and skills in reading instruction aligned to the science of reading. Teachers are participating in professional development using Language Essentials for Teachers of Reading and Spelling (LETRS) at all grade levels. Small group differentiated and targeted interventions are provided for students. Teaching assistants work with classroom teachers to support efforts to meet student academic needs with targeted interventions. School wide positive behavior systems have been established and are continuing to focus on building community and inclusion. Social emotional learning (SEL) strategies are being taught to strengthen student ability to self-manage with a focus on stress management.

Areas of Needed Improvement

Knowlton needs to continue growing in all subject areas. The focus will to be to increase student literacy skills as reflected on all indicators. Language Arts RISE scores for 3rd through 6th grade students have not shown the same growth which has taken place on Acadience pathways to progress or Acadience benchmarks. Teachers will focus on strong Tier 1 instruction with high student engagement, rigor, depth, and complexity. Targeted interventions will continue with students performing below benchmarks. Teachers use professional learning communities (PLCs) to collaborate on instruction based on data used to determine student needs. Technology will continue to be integrated into instruction as a support to strong Tier 1 instruction and targeted Tier 2, and Tier 3 interventions.

Prior Year Status Report

Report progress on <u>PRIOR YEAR</u> 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
70% of students will show typical or above typical growth on Acadience Pathways to Progress on end of year Acadience.	Met goal	Knowlton Elementary had seventy-seven percent of students make typical or greater growth on Acadience Pathways to Progress. This exceeded the goal.
Students 4th through 6th grade will show adequate growth in their math proficiency by 2% as measured by RISE summative math assessment.	Met goal	Knowlton students increased RISE math proficiency by six percent.
Students in 4-6th grade will show a 2% increase in rise end of year assessment.	Did not meet goal	Knowlton students maintained previous RISE Science proficiency score.

Current Year Progress Report

Report progress on <u>CURRENT YEAR</u> 2023 Composite School Plan

Goal description	Progress toward	Comments

	goal	
Students will show a two percent growth for students reaching typical or above typical growth on Acadience Pathways to Progress by end of year report (EOY).	Progressing according to plan	Teachers meet regularly to review data and make adjustments to instruction based on student need. Regular professional learning communities (PLCs) are the structure for this collaboration. Systematic instruction in phonological awareness phonics and sight words (SIPPS) intervention groups are structured to help students with phonics and phonemic awareness gaps. These groups are taught by trained reading tutors. Literacy software programs are used as supplemental support to reinforce literacy skills.
Eighty percent of students in grades K-6 will score 80% or higher on common formative mathematics grade level priority standards by end of year.	Progressing according to plan	Teachers meet regularly to review data and adjust instruction based on assessment data. Strong Tier 1 math instruction is the focus using questioning, models, notes, and manipulatives to help students master skills. Access to weekly STEM instruction and tasks are provided by a STEM specialist. Knowlton is continuing an afterschool VEX robotics program. One Knowlton team advanced to the state competition this year. A beginner VEX robotics program for 4th grade students will take place in April.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	$ 63,360.05
B - Allocated new funds for Current Year SY22-23	$ 86,998.20
C - Total Budget for Current Year SY22-23	$ 150,358.25
D - Projected spending during Current Year SY22-23	$ 119,384.76
E - Expected carryover from Current Year SY22-23	$ 30,973.49
F - Projected new funding for Next Year SY23-24	$ 92,389.04
G - Total projected funding for Next Year SY23-24	$ 123,362.53

Goals and Planned Actions / Resources

Goal Short Title	**Literacy-Reading**
Goal Statement	Knowlton K-6th grade students will increase baseline Acadience reading scores from the beginning-of-year (BOY) to end-of-year (EOY) by three percent through strong Tier I, Tier II, and Tier III instruction.
TSI SCHOOL	

QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Proficiency Assessments
Action Plan (please number steps)	1. Strong Tier I instruction following the science of reading. Teachers will use McGraw Hill Wonders material as primary source, Heggerty, district routines, and district planning guides. 2. Hire one Reading Intervention specialist to coordinate, train, and support targeted reading interventions using SIPPs and other approved intervention resources. (LAND TRUST FUNDS) 3. Purchase additional SIPPS and intervention materials to support the science of reading instruction, 4. Hire 8 reading tutors to support Tier I, Tier II, and Tier III interventions under the direction of the teacher. (TSSA FUNDS) 5. Purchase software to support reading instruction (Imagine Learning, RAZ Kids/A to Z, IXL, Lexia) (LAND TRUST FUNDS) 6. Purchase additional replacement hardware and devices for teacher and student use in classrooms. (Document cameras, projectors, adaptors, apple TV, cases) 7. Pay for one additional teacher and staff training day for SIPPS, Acadience reading/math, and district routines. 8. Pay four substitutes for Professional Learning Community (PLCs) for grade level collaboration (monthly). (LAND TRUST FUNDS) 9. Hire one additional full-time educator (FTE) to decrease class size. (LAND TRUST FUNDS)
This goal can be categorized as... (choose all that apply)	#PD|#Tech|
District Strategic Plan Area(s)	Student Growth & Achievement|Empowered Employees|Fiscal Responsibility|
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading|Technology|
Does this action plan include behavioral / character education / leadership efforts?	

Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $112,100.00		

Funding Source	**Expense Category**	**Description**	**Item Cost**
LAND Trust Academic	Salaries & Benefits	#9 Hire one addtional FTE to decrease class size.	$ 78,000.00
LAND Trust Academic	Salaries & Benefits	#2 Hire one reading intervention specialist.	$ 19,100.00
LAND Trust Academic	Salaries & Benefits	#8 Hire four Substitutes for monthly PLC collaboration.	$ 5,000.00
LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#5 Purchase software to support reading (Imagine Learning, RAZ kids/AtoZ, IXL, Lexia).	$ 10,000.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	**Mathematics**
Goal Statement	Knowlton students will increase math proficiency on priority math standards as indicated on common grade level assessments. Target: 80% of students will score 80% or higher on common grade level math assessments.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Common grade level priority math standard assessments.
Action Plan (please number steps)	1. Strong Tier I instructions using district adopted math materials, manipulatives, models, mathematical discourse.

2. Hire and train four math tutors to support Tier I, Tier II, and Tier III math interventions under the direction of classroom teachers. (LAND TRUST FUNDS)

3. Hire one full-time STEM instructor to increase student access to STEM problem solving experiences that promote science, technology, engineering, and mathematical experiences. (TSSA)

4. Hire an afterschool VEX robotics coach to run an after-school robotics club for 5th and 6th grade students. A 4th grade introductory group will take place in the spring. Purchase and maintain robotics kits, parts, entry fees, and supplies. (TSSA)

5. Provide teacher stipends for creation of new curriculum maps, common formative assessments, and participation in new math adoption trainings during the 2023-2024 school year. (TSSA)

6. Purchase digital software to support strong Tier I math instruction. (IXL, iReady, Imagine Math, Generation Genius) (LAND TRUST FUNDS)

7. Purchase additional devices (iPads, cases, projectors, document cameras, iPad stands, stylists) to support Tier I instruction in classrooms. (TSSA)

8. Work together in PLC groups to review data, strengthen instruction, ensure student learning and professional growth.

9. Pay Canvas instructional leader to help teachers increase their knowledge and skills with Canvas to support student learning. (TSSA)

This goal can be categorized as... (choose all that apply)	#PD|#Tech|#TeacherLeaders|#DigitalCitizenship/SafetyPrinciples|
District Strategic Plan Area(s)	Student Growth & Achievement|Empowered Employees|Culture|
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Mathematics|Science|
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Yes

Goal LAND Trust Expense Total - $11,262.53

Funding Source	Expense Category	Description	Item Cost
LAND	Salaries & Benefits	#2 Hire four math tutors to	$ 9,000.00

			support students learning.	
Trust Academic				
LAND Trust Academic	Software or Technology Hardware (each item < $5000)		#6 Purchase licenses for digital software to support instruction.	$ 2,262.53

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy-Reading	LAND Trust Academic	Salaries & Benefits	#9 Hire one addtional FTE to decrease class size.	$78,000.00
Literacy-Reading	LAND Trust Academic	Salaries & Benefits	#2 Hire one reading intervention specialist.	$19,100.00
Literacy-Reading	LAND Trust Academic	Salaries & Benefits	#8 Hire four Substitutes for monthly PLC collaboration.	$5,000.00
Literacy-Reading	LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#5 Purchase software to support reading (Imagine Learning, RAZ kids/AtoZ, IXL, Lexia).	$10,000.00
Mathematics	LAND Trust Academic	Salaries & Benefits	#2 Hire four math tutors to support students learning.	$9,000.00
Mathematics	LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#6 Purchase licenses for digital software to support instruction.	$2,262.53

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	$ 92,389.04

G - Total projected funding for Next Year SY23-24	$ 123,362.53
H - Total planned expenditures for Next Year SY23-24	$ 123,362.53
I - Planned carryover into the Following Year SY25-26	$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If unused funds become available they will be used first to increase staff for academic interventions or enrichment. Next priority will be to provide additional technology (devices/equipment/licenses) to support student learning.
Plan for sharing the school LANDTrust plan with the community	School website|
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/28/2023
Number who approved	10
Number who did not approve	1
Number who were absent or abstained	0