



# Teacher Student Success Act TSSA Budget only

**Knowlton Elementary - SY 2024**

Principal Jeri Thomas

## **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 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.

## TSSA Funding Projections

|   |               |
|---|---------------|
| TSSA Prior Year SY21-22 Carryover                         | \$ 93,967.89  |
| TSSA Current Year SY22-23 New Funding                     | \$ 111,319.00 |
| TSSA Total funding for Current Year SY22-23               | \$ 205,286.89 |
| TSSA Current Year SY22-23 Anticipated Spending            | \$ 51,718.49  |
| TSSA Expected balance carried over into Next Year SY23-24 | \$ 153,568.40 |
| TSSA Anticipated new funding for Next Year SY23-24        | \$ 133,713.00 |
| TSSA Total  | \$ 287,281.40 |

funding available for Next Year SY23-24

Describe your school's Current Year SY22-23 Progress for TSSA Spending

Funding paid for a STEM specialist. An additional FTE was hired, however after first term enrollment numbers had increased and an additional FTE was funded by the district. This created a larger than expected carry over. Adjustments were made to the plan and additional technology was purchased to maintain updated devices and hardware for teacher projectors and screen adaptors.

## SEL Goals and Planned Actions / Resources

|   |  |
|---|--|
| <p><i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i></p> | <p><b>Promote SEL for Students. Strengthen Adult SEL </b></p>  |
| <p><i>Building school SEL foundational support, commitment, and ownership</i></p>                           | <p>School Community SEL Events<br/>PTA/PTO Collaborative Events &amp; Activities</p>   |
| <p><i>SEL with faculty and staff:</i></p>   | <p>SEL School Team Support &amp; Training<br/>Mindfulness and SEL Skill Building<br/>Mindful Space for Faculty</p>   |
| <p><i>Promoting SEL for students -- Explicit Instruction</i></p>  | <p>Counselor Developed Lessons<br/>Harmony<br/>Learning to Breathe (6th and 10th Grade)<br/>Move This World<br/>Nearpod (free Pre-K-12)<br/>Pure Edge, Inc. (Free Pre-K-12)<br/>Teacher/Advisory Developed Lessons</p>   |
| <p><i>The summarized SEL goal</i></p>   |  |
| <p><i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i></p>             | <p>Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.<br/>Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.<br/>Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.</p> |
| <p><i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i></p>                  | <p>Positive Behavior Supports<br/>Classroom Management<br/>Attendance Practices</p>  |

*SEL Goal Statement*

Knowlton Elementary will create a welcoming and engaging learning environment to improve school climate for students and faculty by:

1. Using the 3 Daily SEL Practices of welcoming activities at the beginning of lessons, engaging strategies throughout the lesson, and intentional closure activities at the end of lessons.
2. Creating a calm space for all adult faculty and staff to refresh and refocus.

*This school SEL goal and implementation plan will be measured by using*

School Data

*Our school needs professional learning in*

Positive Behavior Supports  
 Attendance Practices  
 SEL 3 Daily Practices Integrated in Classroom Instruction

*SEL Action Plan (please number steps)*

1. Administration and School SEL Team will model and train all faculty to use the 3 SEL Daily Practices.
2. PLC teams will review SEL Daily Practices and provide the SEL Team with successful strategies.
3. SEL School Team will compile SEL Daily Practices used successfully by teachers in shared drive for access.
4. Admin will encourage using 3 SEL Daily Practices in classrooms through both formal and informal observations. and send recognition notes to teachers who are using the SEL Daily practices.
5. Student leadership groups will provide informal feedback about three SEL Daily Practices to School SEL Team quarterly.
6. Admin will provide a “calm space” room for all faculty by October 2023
7. Hire counselor TA to provide regular check-in support with students to encourage regular school attendance.
8. Hire a recess coach to teach new games and activities for students to participate in during recess. These games/activities will be structured to promote inclusion and active play.

*SEL Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$35,500.00

| <b>Funding Source</b> | <b>Expense Category</b> | <b>Description</b>   | <b>Item Cost</b> |
|-----------------------|-------------------------|--|------------------|
| TSSA                  | Salaries & Benefits     | #7 Hire 1 counselor TA   | \$ 8,000.00      |
| TSSA                  | Salaries & Benefits     | #8 Hire 1 student SEL coach to teach games that promote inclusion, active play, and positive peer interaction. | \$ 18,000.00     |
| TSSA                  | Salaries & Benefits     | #1 & #2 Funding/stipend for SEL/PBIS Leadership team   | \$ 8,000.00      |
|                       |                         |  |                  |

|  |      |                     |                                |             |
|--|------|---------------------|--------------------------------|-------------|
|  | TSSA | Salaries & Benefits | Student council teacher leader | \$ 1,500.00 |
|--|------|---------------------|--------------------------------|-------------|

# Goals and Planned Actions / Resources

|   |   |
|---|---|
| <i>Goal Short Title</i>   | <b>Literacy-Reading</b>   |
| <i>Goal Statement</i>   | 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.  |
| <i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i> |   |
| <i>Measures</i>   | Acadience Proficiency Assessments   |
| <i>Action Plan (please number steps)</i>  | <ol style="list-style-type: none"> <li>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.</li> <li>2. Hire one Reading Intervention specialist to coordinate, train, and support targeted reading interventions using SIPPs and other approved intervention resources. (LAND TRUST FUNDS)</li> <li>3. Purchase additional SIPPS and intervention materials to support the science of reading instruction,</li> <li>4. Hire 8 reading tutors to support Tier I, Tier II, and Tier III interventions under the direction of the teacher. (TSSA FUNDS)</li> <li>5. Purchase software to support reading instruction (Imagine Learning, RAZ Kids/A to Z, IXL, Lexia) (LAND TRUST FUNDS)</li> <li>6. Purchase additional replacement hardware and devices for teacher and student use in classrooms. (Document cameras, projectors, adaptors, apple TV, cases)</li> <li>7. Pay for one additional teacher and staff training day for SIPPS, Acadience reading/math, and district routines.</li> <li>8. Pay four substitutes for Professional Learning Community (PLCs) for grade level collaboration (monthly). (LAND TRUST FUNDS)</li> <li>9. Hire one additional full-time educator (FTE) to decrease class size. (LAND TRUST FUNDS)</li> </ol> |

| <i>This goal can be categorized as... (choose all that apply)</i>   | #PD #Tech   |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
|---|---|---|-------------------------|--------------------|------------------|------|---------------------|--|--------------|------|-----------|---|--------------|
| <i>District Strategic Plan Area(s)</i>  | Student Growth & Achievement Empowered Employees Fiscal Responsibility  |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
| <i>If you selected 'School Identified Area', please describe</i>  |   |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
| <i>Academic area(s) addressed by the goal</i>   | Reading Technology  |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i>   |   |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
| <i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i> |   |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
| <i>Will TSSA funds be used to support this goal?</i>  | Goal TSSA Expense Total - \$81,000.00   |   |                         |                    |                  |      |                     |  |              |      |           |   |              |
|   | <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>#4 Hire 11 Reading TAs to support interventions.</td> <td>\$ 71,000.00</td> </tr> <tr> <td>TSSA</td> <td>Textbooks</td> <td>#5 Purchase additional SIPPS and intervention decodable readers</td> <td>\$ 10,000.00</td> </tr> </tbody> </table> | <u>Funding Source</u>   | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> | TSSA | Salaries & Benefits | #4 Hire 11 Reading TAs to support interventions. | \$ 71,000.00 | TSSA | Textbooks | #5 Purchase additional SIPPS and intervention decodable readers | \$ 10,000.00 |
| <u>Funding Source</u>   | <u>Expense Category</u>   | <u>Description</u>  | <u>Item Cost</u>        |                    |                  |      |                     |  |              |      |           |   |              |
| TSSA  | Salaries & Benefits   | #4 Hire 11 Reading TAs to support interventions.                | \$ 71,000.00            |                    |                  |      |                     |  |              |      |           |   |              |
| TSSA  | Textbooks   | #5 Purchase additional SIPPS and intervention decodable readers | \$ 10,000.00            |                    |                  |      |                     |  |              |      |           |   |              |

|   |   |
|---|---|
| <i>Goal Short Title</i>   | <b>Mathematics</b>  |
| <i>Goal Statement</i>   | Knowlton students will increase math proficiency on priority math standards as indicated on common grade level assessments.<br><br>Target: 80% of students will score 80% or higher on common grade level math assessments. |
| <i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i> |   |

|   |   |
|---|---|
| <i>Measures</i>   | Common grade level priority math standard assessments.  |
| <i>Action Plan (please number steps)</i>  | <ol style="list-style-type: none"> <li>1. Strong Tier I instructions using district adopted math materials, manipulatives, models, mathematical discourse.</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>6. Purchase digital software to support strong Tier I math instruction. (IXL, iReady, Imagine Math, Generation Genius) (LAND TRUST FUNDS)</li> <li>7. Purchase additional devices (iPads, cases, projectors, document cameras, iPad stands, stylists) to support Tier I instruction in classrooms. (TSSA)</li> <li>8. Work together in PLC groups to review data, strengthen instruction, ensure student learning and professional growth.</li> <li>9. Pay Canvas instructional leader to help teachers increase their knowledge and skills with Canvas to support student learning. (TSSA)</li> </ol> |
| <i>This goal can be categorized as... (choose all that apply)</i>                           | #PD #Tech #TeacherLeaders #DigitalCitizenship/SafetyPrinciples  |
| <i>District Strategic Plan Area(s)</i>  | Student Growth & Achievement Empowered Employees Culture  |
| <i>If you selected 'School Identified Area', please describe</i>                            |   |
| <i>Academic area(s) addressed by the goal</i>   | Mathematics Science   |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i> |   |
| <i>If your goal includes behavioral, character</i>  |   |



education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$135,000.00

| <b>Funding Source</b> | <b>Expense Category</b>                              | <b>Description</b>   | <b>Item Cost</b> |
|-----------------------|--|--|------------------|
| TSSA                  | Software or Technology Hardware (each item < \$5000) | #7 Purchase projectors, iPad stands, document camera, iPads, and desktops for teacher and student use.                 | \$ 5,000.00      |
| TSSA                  | Salaries & Benefits                                  | #3 Hire one full-time STEM instructor and Robotics Coach Math  | \$ 20,000.00     |
| TSSA                  | General Supplies, Other                              | #4 General supplies and entry fees for VEX robotics tournaments  | \$ 2,500.00      |
| TSSA                  | Software or Technology Hardware (each item < \$5000) | #4 Purchase of robotics hardware and parts.  | \$ 1,500.00      |
| TSSA                  | Salaries & Benefits                                  | #5 Provide teacher stipends \$1000 each for professional development and preparation of newly adopted math curriculum. | \$ 26,000.00     |
| TSSA                  | Salaries & Benefits                                  | #9 Pay Canvas instructional leader to support teachers with their canvas integrations to support student learning.     | \$ 2,000.00      |
| TSSA                  | Online Curriculum or Subscriptions                   | #6 Software licenses to support math and science instruction (IXL, Imagine Learning, etc.)                             | \$ 18,000.00     |
| TSSA                  | Salaries & Benefits                                  | #2 Four math tutors not fully funded from Land trust funds   | \$ 60,000.00     |

## Additional TSSA Questions

### Budget Item List

| GoalTitle | Funding | Expense | Description | Item Cost |
|-----------|---------|---------|-------------|-----------|
|-----------|---------|---------|-------------|-----------|

|  | Source | Category   |  |             |
|--|--------|--|--|-------------|
| Literacy-Reading                               | TSSA   | Salaries & Benefits                                  | #4 Hire 11 Reading TAs to support interventions.   | \$71,000.00 |
| Literacy-Reading                               | TSSA   | Textbooks  | #5 Purchase additional SIPPS and intervention decodable readers  | \$10,000.00 |
| Mathematics                                    | TSSA   | Software or Technology Hardware (each item < \$5000) | #7 Purchase projectors, iPad stands, document camera, iPads, and desktops for teacher and student use.                 | \$5,000.00  |
| Mathematics                                    | TSSA   | Salaries & Benefits                                  | #3 Hire one full-time STEM instructor and Robotics Coach Math  | \$20,000.00 |
| Mathematics                                    | TSSA   | General Supplies, Other                              | #4 General supplies and entry fees for VEX robotics tournaments  | \$2,500.00  |
| Mathematics                                    | TSSA   | Software or Technology Hardware (each item < \$5000) | #4 Purchase of robotics hardware and parts.  | \$1,500.00  |
| Mathematics                                    | TSSA   | Salaries & Benefits                                  | #5 Provide teacher stipends \$1000 each for professional development and preparation of newly adopted math curriculum. | \$26,000.00 |
| Mathematics                                    | TSSA   | Salaries & Benefits                                  | #9 Pay Canvas instructional leader to support teachers with their canvas integrations to support student learning.     | \$2,000.00  |
| Mathematics                                    | TSSA   | Online Curriculum or Subscriptions                   | #6 Software licenses to support math and science instruction (IXL, Imagine Learning, etc.)                             | \$18,000.00 |
| Mathematics                                    | TSSA   | Salaries & Benefits                                  | #2 Four math tutors not fully funded from Land trust funds   | \$60,000.00 |
| Promote SEL for Students. Strengthen Adult SEL | TSSA   | Salaries & Benefits                                  | #1 & #2 Funding/stipend for SEL/PBIS Leadership team   | \$8,000.00  |
| Promote SEL for Students. Strengthen Adult SEL | TSSA   | Salaries & Benefits                                  | Student council teacher leader   | \$1,500.00  |
| Promote SEL for Students. Strengthen Adult SEL | TSSA   | Salaries & Benefits                                  | #7 Hire 1 counselor TA   | \$8,000.00  |
| Promote SEL for Students. Strengthen Adult SEL | TSSA   | Salaries & Benefits                                  | #8 Hire 1 student SEL coach to teach games that promote inclusion, active play, and positive peer interaction.         | \$18,000.00 |

# Summary of Planned Expenditures

|  |               |
|--|---------------|
| 1. Projected new TSSA funding for Next Year SY23-24                            | \$ 133,713.00 |
| 2. Total projected TSSA funding for Next Year SY23-24                          | \$ 287,281.40 |
| Does the school plan to add a contract day for teachers with TSSA funds?       | Yes           |
| Cost of ADDITIONAL contract day for teachers using TSSA funds                  | \$ 10,667.28  |
| 3. Total planned TSSA expenditures for Next Year SY23-24                       | \$ 262,167.28 |
| 4. Planned TSSA carryover into the Following Year SY25-26                      | \$ 25,114.12  |
| Does the school plan to fund teacher leadership opportunities with TSSA funds? | Yes           |