



Teacher Student Success Plan LAND Trust only

Knowlton Elementary - SY 2023

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 715 students, including a preschool of approximately 45 students. Enrollment by ethnicity at our school consists of the following: Caucasian 87.4%, Multiple Races 3.4%,

Hispanic/Latino 5.5%, American Native 0.6%, Asian 1.4%, African American 0.8%, Pacific Islander 0.8%. Enrollment by specific risk factors include economically disadvantaged 8% and special education 15%.

Staff

Knowlton staff consists of 24 highly qualified certified teachers, including the following: 2.5 special education, 1.5 speech, 0.33 psychologist, 0.5 instructional coach and 0.5 counselor. Knowlton also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music, physical education, coding/computer, reading, math, and special education teacher aides.

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 School Enrichment Model (SEM) and our Student Council. 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. One third of our students ride a bus to school. Knowlton has one Behavioral Communication Intensive Support (BCIS) classroom and a special education pre-school servicing approximately 45 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 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

Our Mileage Club utilizes a walking track, spanning the perimeter of our playground. Many students will walk several miles during the school year. The walking track is 1/3 mile and can be utilized daily by students, staff, and patrons. The Parent Teacher Organization (PTO) and Community Council at Knowlton Elementary work closely together to ensure communication and collaboration of goals are implemented and achieved. A sense of community is prevalent and contributes to the success of our school. We also have several parents that volunteer daily in classrooms working closely with teachers. Knowlton has a Robotics Club available to 4th-6th grade students.

Needs Analysis

Notable Achievements

Students at Knowlton have exceeded the district average for 2021 on RISE end of year assessments in Mathematics by 16%, Science by 14%, and Language Arts by 11%.

Areas of Recent Improvement

Knowlton has achieved a 1:1 technology device status for all students K-6! Our school technology specialist (STS) has provided exceptional support for teachers and students in utilizing and maintaining hundreds of devices. All teachers are provided with webcams to deliver virtual learning instruction when needed and allow them to attend virtual trainings and meetings. Teachers have additionally been given laptops and docking stations for increased mobility when teaching in and outside of the classroom setting.

Areas of Needed Improvement

Knowlton needs to continue growing in all subject areas. The focus will be to have an increase for students in grades K-6 reaching "typical," "above," or "well above" on end of year Acadience Pathways to Progress Report. We will focus on strong Tier 1 instruction with Tier 2 targeted interventions for students performing "below," or "well below" progress on benchmark reading tests. 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 including the use of devices and platforms such as Canvas and digital software to support student growth and learning. .

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')
Knowlton will increase the percentage of kindergarten through third grade students scoring at or above the Acadience end-of-year composite score benchmark by 2%. We will also increase the end of year percentage of students in 3rd through 6th grade proficiency levels by 2% according to end of year summative testing compared with most current previous year assessment data.	Did not meet goal	Kindergarten through 6th grade exceeded the 2% growth on Acadience beginning of year (BOY) to end of year (EOY) composite score by 5%. End of year summative RISE scores in 3rd through 6th grade students at Knowlton were significantly above district average by 11%, however, school scores fell below the most recent previous year reading scores. The pandemic has had a significant impact on the academic and emotional regulation of students. High numbers of absenteeism and challenges students and staff have faced due to the pandemic have been evident by student performance. As a result, we have increased our focus on small group interventions and social emotional support. Teachers are participating in professional development to strength reading instruction, while providing remote options and instructional materials for students when they are absent. The school counselor and staff are providing instruction on social emotional strategies to help support students.
We will increase the end-of-year percentage of students in 3rd through	Did not meet goal	Math and science scores have remained significantly above district average. Proficiency scores, however, have dropped from the previous recorded year due to the pandemic. Rise scores from 2019 to

6th grade proficiency levels in science and math according to summative assessments by 2% compared with the most current previous year assessment data.

2021 went from 70% to 62% proficient for math, and 71% to 65% proficient for science. We are committed to addressing strong tier 1 and tier 2 instruction with targeted interventions for students. Increased opportunities for STEM activities involving mathematical practices, collaboration, and problem solving are needed to help deepen student understanding and engagement. Exposure to higher level questioning and increased opportunities for students to express and model their thoughts are being built into instruction.

Research shows that student attendance plays a critical role in student learning. We will increase student proficiency in all academic areas by 2% as stated in Goals 1 and 2 by reducing office referrals and discipline incidents by 2% from 2020 to 2021 school year.

Did not meet goal

Due to changes in administration, and office staff accurate data was not gathered to determine if discipline/office referrals decreased. The academic goals were not met as stated above. Training in documentation procedures has been provided and systems put into place to record discipline/office referrals in the Encore system. Academic and social emotional strategies and instructional adjustments are being implemented as reported for goal 1 and goal 2 above.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
70% of students will show typical or above typical growth on Acadience Pathways to Progress on end of year Acadience.	Progressing according to plan	Pathways to progress at middle of year (MOY) reflect 62% of students are making typical or greater progress. Teachers continue to analyze data and make adjustments to instruction and interventions to help students continue to progress.
Students 4th through 6th grade will show adequate growth in their math proficiency by 2% as measured by RISE summative math assessment.	Progressing according to plan	Math teacher assistants (TAs) were hired to help with small group math interventions. Unfortunately it was difficult to find teaching assistants and we were not able to start this support for several months. Teachers are utilizing adaptive math software to support student learning in this area. Social emotional learning (SEL) strategies are being taught to students in the classroom.
Students in 4-6th grade will show a 2% increase	Progressing according	Teachers are creating science formative assessments. Science instruction is taking place based on Science with Engineering

in rise end of year assessment.

to plan

Education (SEEd) strands. Social Emotional Learning (SEL) strategies are being taught in classrooms. The Rise end of year assessment will be used to measure this goal.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 26,531.54
B - Allocated new funds for current year SY21-22	\$ 70,848.00
C - Total Budget for current year SY21-22	\$ 97,379.54
D - Projected spending during current year SY21-22	\$ 46,666.20
E - Expected carryover from current year SY21-22	\$ 50,713.34
F - Projected new funding for next year SY22-23	\$ 87,074.00
G - Total projected funding for next year SY22-23	\$ 137,787.34

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	English Language Arts
<i>Goal Statement</i>	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).
<i>Measures</i>	Utilize Amplify Pathways to Progress data to determine individual progress for each student based on beginning of year (BOY) to end of year (EOY) report.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Ensure strong Tier 1 instruction following a standards based approach. 2. Hire one reading interventionist and three tutors to help support Tier 2 invention and instruction. 3. Hire two additional full time educators (FTE) to decrease class size. 4. Utilize technology software/apps to support student learning and differentiation. Data reviewed on a regular basis to determine effectiveness. Purchase software licenses not awarded through grants or other sources. (Imagine Learning, Learning A-Z, etc.) 5. Amplify software used to identify individual pathways to progress for each student and measure response to interventions through progress monitoring. 6. Purchase additional tablets/equipment (headphones, cases, screen mirroring equipment) for classroom use and instruction. 7. Monthly (7) professional learning community (PLC) meetings to discuss language arts data, determine student needs, and adjust instruction and

interventions accordingly. Four full-day substitutes to support student learning through teacher professional development will be funded through LAND Trust.

8. Focus on healthy student behaviors and social emotional learning (SEL) strategies to decrease learning disruptions, build a positive learning climate, and support increased learning outcomes in the classroom.9.
9. Regular training on Harmony resources to support SEL skills and habit of the month.10.
10. Teachers will teach 1 Harmony lesson per term with students.
11. Establish teacher leadership team and maintain positive behavioral strategies schoolwide.
 - o Implement Watch Dog Dads program.
 - o create master schedule
 - o provide training to volunteers
 - o monthly game focus
 - o reinforce school wide habits and expectations in all settings

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

#PDI#TechI#SELI#TeacherLeaders

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Parent & Community Connections|Culture

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?

Yes

Goal LAND Trust Expense Total - \$92,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Purchase 1 of the 2 additional FTE to decrease class size.	\$ 78,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#6 RAZ kids, A to Z , Scholastic additional devices/tablets	\$ 10,000.00
LAND Trust Academic	Salaries & Benefits	#7 4 full day substitutes for monthly PLC meetings	\$ 4,000.00

<p><i>Goal Short Title</i></p>	<p>Mathematics</p>
<p><i>Goal Statement</i></p>	<p>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.</p>
<p><i>Measures</i></p>	<p>After review of past RISE math data and grade level common math assessments, less than 80% of students reached intended goal school wide. Common grade level formative mathematics assessments of the priority mathematics standards will be used to measure this goal.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Strong Tier 1 instruction of priority mathematics standards. 2. Teachers will create a scope and sequence of the priority standards by term. 3. Teachers will create common formative math assessments that align with priority standards for their grade level. 4. Utilize approved adaptive math software/apps to support Tier 1 and differentiated instruction for students. Data will be reviewed on a regular basis to determine effectiveness and ensure recommended usage. Purchase software licenses not awarded through grants or other sources.(Imagine Learning, IXL, iReady, etc.) 5. Implement questioning strategies to provide opportunities for students to increase their number sense and higher-level thinking skills. (talk moves questioning prompts, partner share, think aloud explanations of solutions). 6. Begin using number talks in classrooms with support provided by district math specialists as needed. 7. Hire math tutors, using LAND Trust funds, to support Tier 2 math interventions. 8. Provide K-3 teachers and tutors a stipend/or salary for training on Acadience math testing. 9. Increase students exposure to problem solving and collaboration through participation in regular STEM instruction and activities. Create a science, technology, engineering, and math (STEM) lab with materials and equipment to be used with students K-6. 10. Maintain and expand the current Vex-robotics club. Use LAND Trust funds to provide staff support through stipends; purchase materials to replace parts; expand materials for student use; and provide student entry fees. Involve parent volunteers during robotics club and tournaments.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#Tech#TeacherLeaders</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Science Technology</p>
<p><i>Does this action plan include behavioral /</i></p>	<p></p>

character education / leadership efforts?

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

Goal LAND Trust Expense Total - \$45,787.34

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#10 Teacher stipend for Vex-robotics	\$ 2,500.00
LAND Trust Academic	Transportation, Admission, Per Diem	#10 Vex-robotics entry fees and competitions.	\$ 4,500.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Vex-Robotics supplies	\$ 4,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#9 Infini-D Lab licenses and support	\$ 9,500.00
LAND Trust Academic	Professional and Technical Services	#8 Acadience math training stipend and salary	\$ 2,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 STEM lab equipment (osmo, sphero, bee-bots)	\$ 10,000.00
LAND Trust Academic	Salaries & Benefits	1 math tutor	\$ 13,287.34

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
English Language Arts	LAND Trust Academic	Salaries & Benefits	#3 Purchase 1 of the 2 additional FTE to decrease class size.	\$78,000.00
English Language Arts	LAND Trust Academic	Software or Technology	#6 RAZ kids, A to Z , Scholastic additional devices/tablets	\$10,000.00

		Hardware (each item < \$5000)		
English Language Arts	LAND Trust Academic	Salaries & Benefits	#7 4 full day substitutes for monthly PLC meetings	\$4,000.00
Mathematics	LAND Trust Academic	Salaries & Benefits	#10 Teacher stipend for Vex-robotics	\$2,500.00
Mathematics	LAND Trust Academic	Transportation, Admission, Per Diem	#10 Vex-robotics entry fees and competitions.	\$4,500.00
Mathematics	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Vex-Robotics supplies	\$4,000.00
Mathematics	LAND Trust Academic	Online Curriculum or Subscriptions	#9 Infini-D Lab licenses and support	\$9,500.00
Mathematics	LAND Trust Academic	Professional and Technical Services	#8 Acadience math training stipend and salary	\$2,000.00
Mathematics	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 STEM lab equipment (osmo, sphero, bee-bots)	\$10,000.00
Mathematics	LAND Trust Academic	Salaries & Benefits	1 math tutor	\$13,287.34

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 87,074.00
G - Total projected funding for next year SY22-23	\$ 137,787.34
H - Total planned expenditures for next year SY22-23	\$ 137,787.34
I - Planned carryover into the following year SY23-24	\$ 0.00
J - Is planned carryover more than 10% of	No

projected new funds?	
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 newsletter School website Labels to identify LAND Trust purchases
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2022
Number who approved	10
Number who did not approve	0
Number who were absent or abstained	0