



Foxboro Elementary

Composite School Plan
2019-2020

Principal Chris Whitaker

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.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Foxboro Elementary is to promote the mission of Learning First for all. This is accomplished by sustaining a positive school culture and by ensuring students are safe and cared for, respected, respectful, and responsible. School wide expectations and procedures facilitate this. Faculty and staff are continually supported through engaging professional development, mentoring and teacher observation and feedback. Data collection and assessment drive student instruction. Collaboration and data review are used to create an environment that allows for continuous academic and citizenship growth for every student. A safe and productive environment is provided wherein teachers are engaged in effective teaching (using a variety of research-based instructional strategies and technologies) and students are actively engaged in learning. Foxboro Elementary also invites and encourages community and parental involvement and support of students.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Foxboro Elementary is celebrating its first decade in the center of the westside of the community of North Salt Lake, Utah. The community consists of single-family homes, condominiums, and two apartment complexes. Parents are supportive of the school, faculty and students and are important partners in children's education. Our local business community makes frequent contributions of time and financial resources to enhance the opportunities available for our students.

STUDENT BODY

The Foxboro Elementary student body consists of 850 students. The student body is comprised of <1% American Indian or Alaskan Native, 2% African American, 2% Asian, 16% Hispanic/Latino, 2% Multiple Races, 6% Pacific Islanders, and 72% White. About one-third of our students are Economically Disadvantaged. ELL students make up approximately 11% of our student body.

STAFF

Foxboro Elementary staff includes 32 regular education teachers, three special education teachers, a full-time speech pathologist, part-time psychologist and counselor, and two administrators. We have several paraprofessionals who work under the direction of educators to provide support in both the regular and special education environments. Our support staff includes office, health/medical, custodial, nutrition support staff along with other individuals who contribute to our positive Foxboro environment.

SCHOOL CULTURE

Parents are concerned with the progress their children make and many parent volunteers help in the classrooms. Parents, teachers and students work together to promote LEARNING FIRST. Teachers gather data from multiple sources to support student achievement and growth, to guide instruction, and to determine interventions for students. They use formative and summative assessment to teach and reteach. Interventions are designed to meet the individual needs of students. Students who are identified as below proficiency benchmark in reading and math are given individual support and small group instruction to encourage growth. New teachers are mentored by a mentor teacher. The PTA is involved with art programs and other activities that engage parents in school activities. Our school focuses on high scholastic and academic performance as well as positive behaviors and expectations. Our school has school expectations of Be Safe, Be Responsible, and Be Respectful to promote positive procedures and expectations.

UNIQUE FEATURES & CHALLENGES

* Foxboro Elementary is a French Dual Immersion School. The French Immersion Program is in the full implementation stage in all grade levels. Students in the French Immersion program are challenged in their curriculum. We have approximately a third of the student body in the French program.

* Students can participate in the SEM/Gifted and Talented (Schoolwide Enrichment Model) based on qualifications of task commitment, creativity and high achievement on end of level tests.

* Our community partner, the Bountiful Food Pantry, delivers about 40 weekend Pantry Packs for distribution to our students who need weekend food support.

* Within Foxboro Elementary's boundaries are 3 charter schools. Parents often compare our school with the charter schools. Students move in and out of our school and the charter schools.

ADDITIONAL INFORMATION

- The PTA and Community Council at Foxboro Elementary work closely to ensure communication and collaboration of goals are implemented and achieved. The PTA sponsors the Meet the Masters art program and an Art Night yearly exhibiting the creative artwork of the students.
- The Community Council sponsors a Family Game Night to promote, encourage and increase the use of math and STEM strategies at home. Project Lead the Way is taught in the classrooms as another STEM opportunity.
- Foxboro Elementary participates in the Ken Garff Road to Success Reading Program. Students are encouraged to read at least 20 minutes per night 5 days a week for a minimum total of 100 minutes per week. This equates to a minimum of 3200 minutes per year.
- Foxboro has an active student council that participates in leadership and service-learning activities throughout the year.
- Foxboro provides a summer lunch program, feeding any child between the ages of 1-18 years old, during the months of June and July.
- Foxboro provides a summer library program where students can come check out books to read.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- This year Foxboro had students compete at the district level for Spelling Bee and Science Fair.
- Foxboro has a higher participation rate in the school orchestra program than neighboring schools. There is an after-school Robotics Club and a Game Club. This year students participated in the Junior Achievement Program – both JA in a Day and Biz Town.
- Third through sixth grade students have benefited from the researched-based online math program Imagine Math during the school day. This program has supported the demands of the Davis DESK math standards.
- Kim Yoho, one of Foxboro’s 5th grade teachers, is the district Mentor Leader teacher for all new 5th grade teachers in the district.

AREAS OF RECENT IMPROVEMENT

- School security has been upgraded this year. A security camera system was installed in the early fall that has improved the school’s ability to monitor the safety of students and adults.
- Foxboro’s mid-year DIBELS scores showed nearly as much improvement in the first half of the 2018-2019 school year as was seen in the entire 2017-2018 school year.
- “Calm Spots” have been implemented in all classrooms in conjunction with the Zones of Regulation model to help students self-regulate and calm themselves when struggling with strong emotions. This has also helped with safety and time spent learning.
- Playworks was implemented the second half of the 2018-2019 school year to help Foxboro students learn positive, cooperative playground skills and conflict resolution strategies.
- Project Lead the Way was also implemented this past year giving every student, grades kindergarten through sixth, an opportunity to learn vital computer coding skills.

AREAS OF NEEDED IMPROVEMENT

- Research-based methods/programs to increase school-wide proficiency in Math are currently being researched to address needs in that area.
- There is still a need to increase Language Arts proficiency school-wide as measured on the CRT and SAGE/RISE results.
- Student mental health is a growing concern and access for students, teachers, and families to high-quality professional support is an area of need.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

2016-2017 School Year 55% of the K-3 students had typical or higher progress on DIBELS pathways to progress on MOY (middle-of-year) progress. For the 2017-2018 School Year increase to 57% of K-3 students will show typical or higher progress on DIBELS pathways to progress report.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

During the 2017-2018 School Year 65% of the K-3 students had typical or higher progress on DIBELS pathways to progress on MOY (middle-of-year) assessment.

Prior Year Goal #2:

Increase average daily attendance from 95.3% to 96%.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

During the 2017-2018 school year, the Foxboro average daily attendance rate was 94.4%. We are finding that influencing school attendance, particularly at the elementary level where few students have control over the situation, is difficult and our focus might be more effective if directed at factors within our control.

Prior Year Goal #3:

All grade level teams will develop and implement common formative assessments for 50% of the units in math.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #4:

Maintain the percentage of Grades 1-2 students scoring at or above 85% on the Math CRT. In Grades 3-6, increase the SAGE Math score from 47% to 50%.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

We did not meet our Math goal in grades 3-6. Our SAGE Math score continues to be 46-47% as it has been over the past several years. From 2017 to 2018 the percentage of students scoring 85% or higher on the Math CRT decreased from 65% to 60%. We need to change our math instruction and intervention and have made that a multiple-year focus for 2019-2020 and going forward.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

2017-2018 School Year 65% of the K-3 students had typical or higher progress on DIBELS pathways to progress on MOY (middle-of-year) progress. For the 2018-2019 School Year increase to 68% of K-3 students will show typical or higher progress on DIBELS pathways to progress report.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Seventy-five percent of our Foxboro K-3 students showed typical or higher progress on the MOY Dibels/Acadience Pathways to Progress Report.

Current Year Goal #2:

Increase average daily attendance from 95.3% to 96%. When students are absent, they are missing critical academic concepts this will improve learning.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

As of March 2019, the Foxboro average daily attendance rate this year is 94.4%. We are finding that influencing school attendance, particularly at the elementary level where few students have control over the situation, is difficult and our focus might be more effective if directed at factors within our control.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$- 0
B – Allocated new funds for 2018-2019	\$88,013.00
C – Total Budget for 2018-2019.....	\$88,013.00
D – Projected spending during 2018-2019	\$86,000.00
E – Expected carryover from 2018-2019 to 2019-2020	\$2,013.00
F – Projected new funding for 2019-2020	\$95,765.00
G – Total projected funding for 2019-2020	\$97,778.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

During the 2018-2019 school year, 75% of our K-3 students had typical or higher progress on DIBELS/Acadience Pathways to Progress report on the MOY (middle-of-year) assessment. For the 2019-2020 school year, we will increase to having 78% of K-3 students show typical or higher progress on the Acadience Pathways to Progress report. Our 4th grade students will have an average quantile growth score of 60 or higher on the Lexile score report from Lexia or Imagine Learning Literacy at mid-year.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" 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

Acadience Pathways to Progress report

Scaled Score report (Lexia or Imagine Learning/Literacy)

Action Plan:

- Provide each K-3 class of students with a team of 4 paraprofessionals for 30 minutes daily, four days per week. They will be paid for with Land Trust funds, These paraprofessionals will be trained by our Instructional Coach/ELA Coordinator in effective intervention activities and will work in conjunction with the classroom teacher to provide small group intervention, with Acadience Progress Monitoring weekly for identified students. The classroom teacher will also provide small group instruction during this time.

- Teachers will work with the paraprofessionals to look at student data during a weekly meeting and design best practice interventions.
- Teachers and the paraprofessional team will conduct the Acadience assessments three times each school year to track student growth.
- Provide each 4th grade class of students with 1:1 technology and a 30 minute daily (4x a week) paraprofessional to facilitate use of a blended learning literacy resource (Lexia or Imagine Learning) for the larger group of students while the classroom teacher works with individual student(s) on literacy interventions as indicated by the online resource. The paraprofessional will be paid for using Land Trust funds.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections 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	\$	\$85,000	8 paraprofessionals 4.9 hrs/day; 1 paraprofessional 2.5 hrs/day
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$85,000	

GOAL #2:

At mid-year, students in grades 5 and 6 will show an increase overall in their quantile score on Imagine Math of 50 points or higher.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading | <input checked="" 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

Scaled score report from Imagine Math/Aleks.

Action Plan:

- Provide each 5th and 6th grade class of students with 1:1 technology and a 30 minute daily (4x a week) paraprofessional to facilitate use of a blended learning math resource (Lexia or Imagine Learning) for the larger group of students while the classroom teacher works with individual student(s) on math interventions as indicated by the online resource. The paraprofessional will be paid for using Land Trust funds.
- Teachers in all grades and 5/6 grade paraprofessionals will participate in CMI Math trainings 2-3 times over the course of the year in preparation for in-depth CMI Math implementation in 2020-2021.
- The Community Council and Foxboro teachers will work collaboratively to conduct a Family STEM Night with opportunities for families to come to the school and do activities together. The Stem Night supplies will be paid for using Land Trust funds.

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

- Yes (*complete the budget sections below*)

No (*skip the budget sections 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	\$	\$10,000	2 paraprofessionals 2.5 hr/day
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2778	STEM Night supplies; Training costs
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$12,778	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$95,765.00

I – Total projected funding for 2019-2020\$97,778.00

J – Total planned expenditures for 2019-2020\$97,778.00

K – Planned carryover into 2020-2021 \$0.00

L – 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

Summer library personnel; Computer/Tablet purchases to increase student to device ratio.

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **21-February-2019**

Number who approved: **11**

Number who did not approve: **0**

Number who were absent or abstained: **8**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY