



COMPOSITE SCHOOL PLAN

FOXBORO ELEMENTARY - SY 2021

PRINCIPAL CHRIS WHITAKER

SCHOOL 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 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 diverse community consists of single-family homes, condominiums, and two apartment complexes. It also includes the Pony Express RV park which brings us some short and long-term students. 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 approximately 820 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. Almost one-third of our students are Economically Disadvantaged. ELL students make up approximately 11% of our student body. All of our students are vital to the success of our school and we value the diversity of experience that they bring to Foxboro.

STAFF

Foxboro Elementary staff includes 32 regular education teachers, three special education teachers, a full-time speech pathologist, part-time psychologist and counselor, a part-time behavior skills aide, a part-time Family Service Worker and two administrators. We have a number of 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, as well as 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. We use the PBIS model and will be implementing Sanford Harmony this year for SEL. Our school-wide expectations are Be Safe, Be Responsible, Be Respectful and Be Kind. These are explicitly taught, and retaught to students in our positive, safe environment.

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 70 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 STEM 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 free summer lunch program, feeding any child between the ages of 1-18 years old, during the months of June and July. Foxboro also provided free meals to children in the community, including drop-offs by school buses, during the Covid-19 pandemic in the spring of 2020.
- Foxboro provides a summer library program where students can come check out books to read.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- This year Foxboro had students qualify to compete at the district level for Spelling Bee and Science Fair.
- Foxboro has a high participation rate in the school orchestra program. There is an after-school VEX Robotics Club Team and a Game Club. This year students participated in the Junior Achievement Program – both JA in a Day and Biz Town.
- Kindergarten through fourth grade students have benefited from the researched-based online math program, Imagine Math. Fifth and sixth grade students used ALEKS as their research-based online math program. They were able to access these programs during the school day and at home. 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.

Foxbor PTA put on a Fun Run. All students got to build community throughout the week and join the Glow in the Dark Fun Run. The activity earned \$12,000 for the school.

Foxboro teachers, staff, and community pulled together during the recent Covid-19 pandemic to create and participate in a robust online learning system. Within literally two days, teachers had created online learning schedules and activities and communicated those with parents. Over the following week, supports such as Special Education services, online video tutoring interventions, and social-emotional checks were added to benefit our students.

AREAS OF RECENT IMPROVEMENT

- School security has been upgraded this year. A security door with camera and office buzz-in was installed in the summer of 2019. This has improved the school's ability to monitor the safety of students and adults.
- "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.
- An organized recess program (Structured/Planned recess) was implemented at the beginning of the 2019-2020 school year to help Foxboro students learn positive, cooperative playground skills and conflict resolution strategies.
- We have added a part-time Family Service worker to our staff to help families in crisis and those needing access to community resources.

Remote Learning has become a successful alternative to in-building teaching during the last quarter of the 2019-2020 school year. More than 400 devices (iPads/Laptops) were distributed from the school for students to use for Remote Learning. Teachers have maintained their life-long learner status by quickly building the skills they needed to provide quality online instruction for all students.

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 Acadience, CRT and RISE results.
- Student mental health is a growing concern and increased access for students, teachers, and families to high-quality professional support is an area of critical need.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

PRIOR YEAR 2019 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) assessment. For the 2018-2019 School Year increase, 68% of K-3 students will show typical or higher progress on DIBELS pathways to progress report.

Met Goal (comments optional)

Comments:

At MOY we had 75% of K-3 students showing typical or higher progress on the DIBELS/Acadience Pathway to Progress report.

PRIOR YEAR 2019 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.

Met Goal (comments optional)

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

CURRENT YEAR 2020 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.

Not progressing according to plan

Comments:

At MOY in 2019-2020 we had 68% of our K-3 students making typical or higher progress on the DIBELS/Acadience Pathways to Progress Report.

CURRENT YEAR 2020 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.

Progressing according to plan

Comments:

We are progressing with strong use of our online Math provider - ALEKS. We need to update the goal measurement to reflect this alternate provider and the metrics they use.

LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 8,826.77
B - Allocated new funds for current year 2020	\$ 95,765.00
C - TOTAL Budget for current year 2020	\$ 104,591.77
D - Projected spending during current year 2020	\$ 90,000.00
E - Expected carryover from current year 2020	\$ 14,591.77
F - Projected new funding for next year 2021	\$ 100,836.00
G - Total projected funding for next year 2021	\$ 115,427.77

GOALS AND PLANNED ACTIONS / RESOURCES

2021 NEW GOAL #1:

During the 2019-2020 school year, 68% 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 2020-2021 school year, we will increase to having 73% of K-3 students show typical or higher progress on the Acadience Pathways to Progress report. Our 4th-6th grade students will show an average of .5 year's growth using our online Literacy platform, as received from the Utah Literacy Software Grant, at mid-year.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Reading, Technology,

Measures to determine progress/successful completion of the goal:

Acadience Pathways to Progress report

Literacy software GLE (Grade Level Equivalent) report

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 and the paraprofessional team will conduct the Acadience assessments three times each school year to track student growth.
- Students in grades 4-6 will use the Literacy software given to Foxboro as part of the legislative grant for 45-60 minutes per week, per student.
- Teachers in grades 4-6 will purchase novel sets to read with students in small groups to further develop literacy skills and a positive view of reading.

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

Yes (complete the budget sections)

Does this action plan include behavioral/character education/leadership efforts?

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 80,000.00	\$.00	8 tutors; 24.5 hours/week; grades K-3
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$ 3,000.00	\$.00	Novel sets; 30 books per teacher grades 4-6
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 83,000.00	\$.00	
GOAL TOTAL:	\$83,000.00		

2021 NEW GOAL #2:

At mid-year, students in grades 1-6 will show an average of .5 increase overall in their GLE (grade level equivalent) as measured using the STEM Action Grant software awarded by the state.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Mathematics,

Measures to determine progress/successful completion of the goal:

GLE report from STEM Action Grant software awarded by the state.

Action Plan:

- Prior to the beginning of the school year, teachers will be trained in the STEM Action Grant software platform(s) awarded to Foxboro Elementary. Teachers will be paid for this extra day of training.
- Students in grades 1-6 will complete 45-60 minutes weekly on the math software. The purchase of iPads and a charging cart will help us ensure 1:1 iPad status for all 1-3 grade classes so that they have easier access to the technology at teacher-preferred times to meet the software usage time goals.
- Teachers will meet as PLCs once a month to look over student progress and design online and in-person math interventions based on data from the program.

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

Yes (complete the budget section)

Does this action plan include behavioral/character education/leadership efforts?

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 7,500.00	\$.00	Additional 1/2 day of pay to train teachers using Math software
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 20,000.00	\$.00	iPad cart and 30 iPads
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 27,500.00	\$.00	
GOAL TOTAL:	\$27,500.00		

2021 NEW GOAL #3:

School safety/digital citizenship goal with expenditures <\$7000. Foxboro Elementary will show a 5% increase on "Yes" responses in the Evaluate Davis student survey score, when compared to 2020, regarding "feels safe at school."

District Strategic Plan Area:

Safety & Security, Culture, Student Growth & Achievement, Empowered Employees, Parent & Community Connections,

Academic area(s) addressed by the goal:

Measures to determine progress/successful completion of the goal:

Evaluate Davis parent and student surveys

Action Plan:

- Train and implement student HOPE Squad.

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

Yes (complete the budget section)

Does this action plan include behavioral/character education/leadership efforts?

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$ 4,000.00	Stipend for (4) HOPE squad advisors

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$ 100.00	HOPE squad incentives
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$.00	\$ 4,100.00	
GOAL TOTAL:	\$4,100.00		

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 100,836.00
I - Total projected funding for next year 2021	\$ 115,427.77
J - Total planned expenditures for next year 2021	-\$ 114,600.00
K - Planned carryover into following year 2022	\$ 827.77
L - Is planned carryover more than 10% of projected new funds?	No

PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)

If the planned expenditures in the goals are provided by the district, a grant, or another unanticipated funding source, leaving additional funds to implement the goals, we will use those funds to further enhance our current goals. If additional funds are available beyond those needs, the Community Council will vote and amend for further expenditures as needs might arise for our students.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website, Labels to identify LAND Trust purchases,

If Other: Please explain

Social media sites - Twitter, Facebook, Instagram

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 8, 2020

Number who approved: 7

Number who did not approve: 0

Number who were absent or abstained: 7