



Teacher Student Success Plan LAND Trust Goals only

Foxboro Elementary - SY 2024

Principal Jake Heidrich

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 personalized professional development, mentoring and teacher observation and feedback. Data collection and assessment drive student instruction. Collaboration and data review within cohort groups 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 located in the westside of the community of North Salt Lake, Utah. The diverse community consists of single-family homes, condominiums, and three large apartment complexes. It also includes the Sun Outdoors Pony Express RV park, which brings us some temporary 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 600 students. The student body is comprised of one percent American Indian or Alaskan Native, two percent African American, three percent Asian, 18% Hispanic/Latino, four percent Multiple Races, five percent Pacific Islanders, and 67% White. Thirty percent of our students are identified as Economically Disadvantaged. MLL (Multiple Language Learner) students make up approximately 10% 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 25 regular education teachers, four special education teachers (including preschool), full-time and part-time speech pathologists, part-time psychologist, full-time counselor, three part-time student success coaches, a part-time Family Service Worker, and two administrators. We have also a part-time therapist and family support professional from Davis Behavioral Health. 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 have a strong SEL component to our school. 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 almost half of the student body in the French program. Students can participate in the DEEP (Davis Enhanced Education Program), formally known as SEM (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 80 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 when choosing the best fit for their children's needs. 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 Fun Run 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.
- Foxboro has an active student council that participates in leadership and service-learning activities throughout the year. We also have a Jr. Hope Squad that provides social-emotional support for students by students.
- 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 provides a summer library program where students can come check out books to read.

Needs Analysis

Notable Achievements

Areas of Recent Improvement

- “Calm Spots” have been implemented in all classrooms in conjunction with the Zones of Regulation model and explicit SEL strategies teaching using the Move This World curriculum to help students self-regulate and calm themselves when struggling with strong emotions. This has also helped with safety and time spent learning.
- We have a Games Coach to help Foxboro students learn positive, cooperative playground skills and conflict resolution strategies.
- We have a part-time Family Service worker to our staff to help families in crisis and to community resources.
- We also have Student Success Coaches who work with students to build resiliency skills, assist with restorative conferences, and reteach basic behavioral skills.

Areas of Needed Improvement

- Research-based screeners and interventions to increase school-wide proficiency in Math will be implemented during this upcoming year.
- 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 extremely critical need.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Foxboro Elementary has students who enter kindergarten below kindergarten readiness standards in reading. Many of these students traditionally stay below grade level and remain below grade level through each subsequent grade level through 2nd grade. Students make gains during 3rd-6th grades but generally at the expense of deeper content learning in other subject areas.</p> <p>In looking at student performance data and teacher foundational literacy knowledge to identify the root causes, Foxboro identified the need for targeted Tier 1 and 2 instructional supports in grades K-2. Instead of setting a school-wide Acadience goal this year, Foxboro will focus one goal on K-2 reading. It will be ambitious.</p> <p>75% of K-2 students will be reading on grade level as</p>	Did not meet goal	Despite having implemented rigorous, research-based interventions and increasing our focus on teacher clarity, we did not reach our Literacy goal for 2021-2022. Our EOY Acadience scores for grades K-2 showed that only 43% of students were at or above benchmark. We have added additional training for teachers in the form of LETRS and also implemented a general "protected intervention block" schedule to help minimize the amount of time that students are coming in and out of class to receive interventions, so that teachers can then deliver high-quality instruction to their whole class. We are hopeful that adding this scheduling will help our students show the skill growth we want for them.

measured by the Acadience EOY assessment.

The action plan will include work for all stakeholder groups:

Students—build student ownership of learning through choice of texts, books, and learning activities. Those identified as most at-risk on the Acadience BOY and MOY assessments will receive explicit phonemic skills instruction using the SPIRE (*Specialized Program Individualizing Reading Excellence*) intensive intervention program.

Teachers—participate in targeted professional learning in LETRS (*Language Essentials for Teachers of Reading and Spelling*) supported by the ELA Coordinator and District PL team to increase the literacy instructional skills for Tier I instruction in all grade levels. Kindergarten teachers will also be trained in SPIRE. Provide summer library services at Foxboro to support student access to reading material since the nearest public library is more than seven miles away from the school neighborhood.

Parents - support student literacy by prioritizing reading practice time at home with books/reading material chosen by the child. Incentivize and acknowledge child's progress by logging student reading time into the *Road to Success* community-sponsored reading incentive program. Encourage student use of summer library at Foxboro to get new reading material frequently.

At Foxboro, we have worked with the School Community Council to identify some of the challenges that are getting in the way of our students' math achievement. As we've studied the lack of growth, and its apparent causes, we found that our students needed additional opportunities to practice math skills - particularly in ways that would allow teachers to support both small group and online instruction.

We will receive one or two license options for our STEM Software grant, but would like to offer teachers an additional choice if we don't receive enough licenses of their first choice software. If we do receive enough, we'd like to purchase the supplementary practice curriculum, Ready Math, and train teachers to use it.

Met goal

We did meet our goal in Mathematics. Our increase of nearly five percent was the result of our teachers using the STEM software (Imagine Math; grades K-4; ALEKS math; grades 5-6) with fidelity and meeting the suggested time on tasks as indicated by the software companies.

Students will increase their math proficiency by 3% on the STEM Math software beginning-of-year benchmark to middle-of-year benchmark.

We have focused efforts on student SEL, safety and equity for the past two years and would like to continue this focus and increase our efforts with student SEL and equity. We will provide this additional level of support by funding a half-time FTE (teacher) dedicated to teaching the district Community Curriculum lessons, promoting equity and cultural celebrations, and working with individual and small groups of students needing explicit social-emotional skills training. A Buddy Coach will also be hired to mentor students, teach specific social skills in group settings, and provide CICO (Check In/Check Out) support for those students needing additional support.

Increase from current (2021) student rating of 70% “yes” to the statement *Students feel safe at our school* to a rating of 75% “yes” on the same item on the 2022 Evaluate Davis school surveys. Based on research (see citation below), we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.

Dweck, C. S., Walton, G. M., & Cohen, G. L. (2014) *Academic Tenacity Mindsets and Skills that Promote Long-Term Learning*. This report analyzes how psychological factors, which may also be referred to as motivational or noncognitive factors, can matter even more than cognitive factors for students’ academic performance. These may include students’ beliefs about themselves, their feelings about school, or their habits of self-control.

Did not meet goal

In 2022, our rating on "I feel safe at school" was 3.44 out of four points possible on the student survey. In 2021, our rating on "I feel safe at school" was 3.49 out of four points possible. This decrease of .05 points was not the outcome we were expecting. We feel that the tragic death of a student who attended our school during the 2022 school year and the associated publicity had a negative effect on students, parents, and staff and influenced the outcome on this goal.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
We are in the midst of a multiple year goal process involving a full-reworking of our literacy interventions and instruction at Foxboro. We know that those academic efforts alone will not be enough if we don't also focus on our students' social-emotional needs. Continuing our work towards full implementation of SPIRE (Specialized Program Individualizing Reading	Progressing according to plan	At MOY 2023 we had 55% of students scoring At or Above Benchmark on the

Excellence) interventions and our new learning in the LETRS (Language Essentials For Teachers Of Reading And Spelling) will help us reach students academically.

Our Literacy goal for the 2022-2023 school year is to increase our schoolwide Acadience Reading results to having 60% or more students scoring at or above benchmark at the EOY (end of year) assessment.

"When schools implement high-quality social-emotional learning programmes effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved." (source: [Academic and social-emotional learning \(unesco.org\)](https://unesco.org)) We also need to increase and improve our SEL (Social Emotional Learning) activities and provide the emotional supports that students need to help them be able to focus on developing literacy skills.

At Foxboro, we have worked with the School Community Council to identify some of the challenges that are getting in the way of our students' math achievement. As we've studied the lack of growth, and its apparent causes, we found that our students needed additional opportunities to practice math skills - particularly in ways that would allow teachers to support both small group and online instruction. We will receive one or two license options for our Science ,Technology, Engineering, and Mathematics (STEM) Software grant, but would like to offer teachers an additional choice if we don't receive enough licenses of their first choice software.

Students will increase their math proficiency by five percent on the STEM Math software beginning-of-year benchmark to end-of-year benchmark.

"When schools implement high-quality social-emotional learning programs effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved." (source: [Academic and social-emotional learning \(unesco.org\)](https://unesco.org)) We also need to increase and improve our SEL (Social Emotional Learning) activities and provide the emotional supports that students need to help them be able to focus on developing strong math skills.

"When schools implement high-quality social-emotional learning programmes effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved." (source: [Academic and social-emotional learning \(unesco.org\)](https://unesco.org)) We also need to increase and improve our SEL (Social Emotional Learning) activities and provide the emotional supports that students need to help them be able to focus on developing academic skills.

Foxboro Elementary students, staff, and families experienced a traumatic event during the fall of 2021 which involved the death of a student and the international attention surrounding this tragic situation. In the following months, it was clear that this impacted students' sense of felt safety and their parents' trust in the school. Additionally, staff was called upon to be resilient

Acadience Reading assessment.

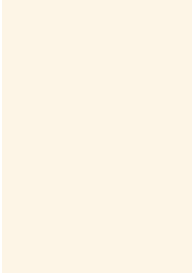
Progressing according to plan

At the beginning of year benchmark, we had 33% of students scoring at or above proficiency on their grade level, as measured by the STEM math software. At middle of year benchmark, 54% of students scored at or above proficiency on their grade level, as measured by the STEM math software. We are making good progress towards our goal.

Progressing according to plan

During the 2022 school year, our "student safety at school" score on the parent survey was a 3.27 average out of a possible four points. This year (2023), the score on the parent survey involving "student safety at school" was a 3.44

and calm for students when they themselves had experienced trauma as a result of the event. They did this with grace and professionalism. As a school community, we all better understand the effects that trauma has on individuals and the need that is present at Foxboro. We want to work to support students as classes and individuals. We also want to ensure that we are supporting staff and other adults to make sure they have the emotional resources to help students.



average out of a possible four points. This is an increase of 5.2%.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 34,962.08
B - Allocated new funds for Current Year SY22-23	\$ 90,259.00
C - Total Budget for Current Year SY22-23	\$ 125,221.08
D - Projected spending during Current Year SY22-23	\$ 50,000.00
E - Expected carryover from Current Year SY22-23	\$ 75,221.08
F - Projected new funding for Next Year SY23-24	\$ 80,079.72
G - Total projected funding for Next Year SY23-24	\$ 155,300.80

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy skills
<i>Goal Statement</i>	<p>Increase the percentage of students K-2 who are rated as at or above benchmark on the 2023-2024 Acadience EOY assessments by three percent compared to the previous year's end-of-year (EOY) data. Individual subgroups listed below will show an increase of five percent in K-2 students who are rated as at or above benchmark at the Acadience EOY data point:</p> <ul style="list-style-type: none"> • ML (Multiple Language) learner • Hispanic learners • Special Education learners <p>"When schools implement high-quality social-emotional learning programs effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved." (Source: Academic and social-emotional learning (unesco.org) We will use our on-going focus on SEL (Social Emotional Learning) activities to provide the emotional supports that students need to help them be able to focus on developing literacy skills.</p>

<p><i>TSI SCHOOL</i> <i>QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i></p>	
<p><i>Measures</i></p>	<p>We will use Acadience benchmarks (BOY,MOY,EOY) as our primary data points. Progress monitoring using Acadience will also take place for all students who are below and far below benchmark every 10-14 days between benchmark assessments.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Continue to support teachers as they utilize the LETRS professional development program to build their instructional skills. 2. Use the "literacy instructional feedback cycle" that began in March of 2023 to help teachers see areas of success and growth in their use of the strategies learned in LETRS professional development. 3. Use the SPIRE system to identify all struggling students and provide targeted interventions and instruction to support their learning. 4. Conduct frequent Progress Monitoring assessments (every 10-14 days) to monitor student progress and adjust instruction as needed to ensure students are on track to meet proficiency targets. 5. Identified ML learners will receive SPIRE tutoring four days per week to help build their literacy skills. SIPPS interventions will be provided for these students as a Tier III intervention. 6. Identified Hispanic learners will receive SPIRE tutoring four days per week to help build their literacy skills. SIPPS interventions will be provided for these students as a Tier III intervention. (LAND TRUST FUNDS) 7. Identified SpEd learners will receive SPIRE tutoring four days per week to help build their literacy skills. SIPPS interventions will be provided for these students as a Tier III intervention. (LAND TRUST FUNDS) 8. Two teacher leaders will oversee the implementation of the ELA literacy software to ensure that it is implemented in a way that gives students the best opportunity for achievement and growth in their literacy skills. (LAND TRUST FUNDS) 9. Continue to have Summer Library hours to provide library access to our students. The nearest public library is nearly four miles away. (LAND TRUST FUNDS)
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#TSISubGroups #DiversityEngagementInclusion </p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees </p>
<p><i>If you selected 'School Identified Area', please describe</i></p>	
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing </p>
<p><i>Does this action plan include behavioral / character education /</i></p>	<p>Yes</p>

leadership efforts?

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

Yes

Goal LAND Trust Expense Total - \$115,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#6 Eight paraprofessional employees	\$ 104,000.00
LAND Trust Academic	General Supplies, Other	#7 Intervention materials (SIPPS, Decodable texts, Heggerty Bridge)	\$ 10,000.00
LAND Trust Academic	Salaries & Benefits	#8 Literacy Specialist for Summer Library	\$ 1,500.00

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

Goal Short Title

Mathematics growth

Goal Statement

Increase the percentage of students K-6 who are rated as showing at or above benchmark regarding their "Level of Progress" on the 2023-2024 Acadience EOY assessments by three percent compared to the previous year's end-of-year (EOY) data. Individual subgroups listed below will show an increase of five percent in K-2 students who are rated as at or above benchmark regarding their "Level of Progress" at the Acadience EOY data point:

- ML (Multiple Language) learners
- Hispanic learners
- Special Education learners

"When schools implement high-quality social-emotional learning programs effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved." (source: Academic and social-emotional learning (unesco.org) We also need to increase and improve our SEL (Social Emotional Learning) activities and provide the emotional supports that students need to help them be able to focus on developing literacy skills.

TSI SCHOOL
QUESTION: Will this

goal focus on TSI student populations; on changing your TSI status?

Measures

Foxboro has been identified as a TSI school by the state of Utah for both 2018 and again in 2021. We recognize the need to continue to increase our efforts to speed up the academic growth of all students, and especially those in the identified Foxboro subgroups which are MLL (Multi-Lingual Language), Hispanic, Special Education, and Economically Disadvantaged. Our goals focus on a higher rate of growth for identified subgroups.

Action Plan (please number steps)

1. Use the Acadience Math system to identify all struggling students.
2. Use the Bridges in Math program, as taught by paraprofessionals, to provide targeted interventions and instruction to support their learning. (LAND TRUST FUNDS)
3. Conduct frequent Acadience Math Progress Monitoring assessments (at least monthly) to monitor student progress and adjust instruction as needed to ensure students are on track to meet proficiency targets.
4. Identified ML/SpEd/Hispanic learners will receive Bridges tutoring four days per week to help build their mathematics skills.
5. Available slots, after these identified students have been given priority, will be given to students not in a TSI-identified subgroup.
6. A teacher leader will oversee the implementation of the math software that is part of the new district Math adoption to ensure that we are making the best use of this product to also support student learning and growth in mathematics.

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

#TSISubGroups|#DiversityEngagementInclusion|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Mathematics|

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 - \$26,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#2 - Two Paraprofessionals	\$ 26,000.00

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

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy skills	LAND Trust Academic	Salaries & Benefits	#6 Eight paraprofessional employees	\$104,000.00
Literacy skills	LAND Trust Academic	General Supplies, Other	#7 Intervention materials (SIPPS, Decodable texts, Heggerty Bridge)	\$10,000.00
Literacy skills	LAND Trust Academic	Salaries & Benefits	#8 Literacy Specialist for Summer Library	\$1,500.00
Mathematics growth	LAND Trust Academic	Salaries & Benefits	#2 - Two Paraprofessionals	\$26,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 80,079.72
G - Total projected funding for Next Year SY23-24	\$ 155,300.80
H - Total planned expenditures for Next Year SY23-24	\$ 141,500.00
I - Planned carryover into the Following Year SY25-26	\$ 13,800.80
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Additional funds will be used to expedite the upgrade of our classroom audio systems to enhance student learning.
Plan for sharing the school LANDTrust plan	School newsletter School website School marquee

with the community

Additional plan for sharing the school LAND Trust plan with the community.

Social Media

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/21/2023
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Number who approved	7
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Number who did not approve	0
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Number who were absent or abstained	
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