



Teacher Student Success Act TSSA Budget 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.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 25,786.58
TSSA Current Year SY22-23 New Funding	\$ 115,492.00
TSSA Total funding for Current Year SY22-23	\$ 141,278.58
TSSA Current Year SY22-23 Anticipated Spending	\$ 70,000.00
TSSA Expected	\$ 71,278.58

balance carried over into Next Year SY23-24

TSSA Anticipated new funding for Next Year SY23-24

\$ 115,898.00

TSSA Total funding available for Next Year SY23-24

\$ 187,176.58

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

We've continued to focus our efforts on student and staff Social Emotional Learning, student safety, and leadership opportunities for teachers. We've funded an extra Professional Day for teachers and increase the number of teachers receiving stipends for additional work on committees and as teacher-leaders. We have 4 part-time Student Success Coaches who work with individual students and small groups of students on restorative practices and other social emotional skills.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training
<i>Promoting SEL for students -- Explicit Instruction</i>	Learning to Breathe (6th and 10th Grade) Move This World
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices</i>	Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.

integrated in classroom instruction

Promoting SEL for students -- Schoolwide and Classroom Learning Environments

Trauma Sensitive Practices

SEL Goal Statement

During the 2023-2024 school year, Foxboro Elementary will implement a comprehensive Social and Emotional Learning (SEL) program that integrates restorative practices and trauma-informed supports to promote healing, resilience, and positive relationships among students and staff.

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

DSD SEL Walkthrough

Our school needs professional learning in

Trauma Sensitive Practices

SEL Action Plan (please number steps)

SEL Action Plan:

1. All faculty will be trained to use the Move This World SEL curriculum.
2. Back to School Night will provide parents with strategies and information about ways to access community mental health resources, as well as information regarding the Move This World SEL curriculum, trauma-informed classroom strategies, and restorative practices.
3. K-6 Teachers will be expected to deliver at least 3 Move This World lessons in their classes weekly.
4. 6th grade teachers and classes will participate in 12 weeks of Learning to Breathe instruction delivered by trained DBH presenters.
5. Restorative Practices strategies will be implemented school-wide.
6. Games Coach will conduct inclusive activities at recesses.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$103,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Professional and Technical Services	DBH therapist - 4x week	\$ 22,000.00
TSSA	Salaries & Benefits	Stipends for Teacher Leaders	\$ 20,000.00
TSSA	Salaries & Benefits	Student Success Coaches	\$ 40,000.00
TSSA	Salaries & Benefits	Games Coach	\$ 13,000.00

TSSA	Online Curriculum or Subscriptions	Move This World curriculum	\$ 3,500.00
TSSA	General Supplies, Other	Staff SEL/Morale supplies (eg. THE free pop machine)	\$ 5,000.00

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>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	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.
<i>Action Plan (please number steps)</i>	<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)

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

#TSISubGroups|#DiversityEngagementInclusion|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|

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

Yes

If your goal includes behavioral, character 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 - \$0.00

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?

If your goal includes behavioral, character 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 - \$43,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	#2 - Three paraprofessionals	\$ 39,000.00
TSSA	General Supplies, Other	#1 - Acadience Math grades 4-6	\$ 1,500.00
TSSA	General Supplies, Other	#2 - Bridges in Mathematics intervention materials	\$ 2,500.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Professional and Technical Services	DBH therapist - 4x week	\$22,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Salaries & Benefits	Stipends for Teacher Leaders	\$20,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen	TSSA	Salaries & Benefits	Student Success Coaches	\$40,000.00

Adult SEL				
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Salaries & Benefits	Games Coach	\$13,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Online Curriculum or Subscriptions	Move This World curriculum	\$3,500.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	General Supplies, Other	Staff SEL/Morale supplies (eg. THE free pop machine)	\$5,000.00
Mathematics growth	TSSA	Salaries & Benefits	#2 - Three paraprofessionals	\$39,000.00
Mathematics growth	TSSA	General Supplies, Other	#1 - Acadience Math grades 4-6	\$1,500.00
Mathematics growth	TSSA	General Supplies, Other	#2 - Bridges in Mathematics intervention materials	\$2,500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 115,898.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 187,176.58
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	\$ 11,640.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 158,140.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 29,036.58
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes