



Teacher Student Success Plan LAND Trust only

Foxboro Elementary - SY 2023

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.

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 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 700 students. The student body is comprised of 1% American Indian or Alaskan Native, 2% African American, 3% Asian, 18% Hispanic/Latino, 4% Multiple Races, 4% Pacific Islanders, and 69% White. Almost one-quarter of our students are Economically Disadvantaged. MLL (Multiple Language Learner) 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 25 regular education teachers, three special education teachers, full-time and part-time speech pathologists, part-time psychologist, full-time counselor, two part-time behavior skills aides, a part-time Family Service Worker, two preschool teachers, 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 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 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 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 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. 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

Foxboro teachers, staff, and community pulled together during a recent tragedy involving one of our students. The community joined in a candlelight vigil supporting the student's family. The staff recommitted themselves to supporting all students academically and emotionally. The students learned ways to support each other. Later in the year, the amazing community held a rally for our teachers to let them know how much they are appreciated. Maintaining staff and community cohesion in the face of a number of challenges over the year - this has allowed us to create a safe, focused learning environment for students.

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 Sanford Harmony Curriculum to help students self-regulate and calm themselves when struggling with strong emotions. This has also helped with safety and time spent learning.
- A Recess Coach was hired during the 2020-2021 school year 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 2 behavior coaches who work with students to build resiliency skills, assist with restorative conferences, and teach the district's Building Community lessons.

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 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
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	Did not meet goal	We have struggled, along with our students, to make up the losses in academic achievement that were

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.

experienced as a result of the global pandemic and the transition to remote only learning that took place in the spring of 2020. Our K-3 students were 61% at pathway on the mid-year Acadience Pathways to Progress report.

Additionally, our 4-6 grade students are also working to recover from the learning impacts of the soft closure and lessened access to learning that took place in early 2020. We had 41% of students achieving on grade level in Lexia, our literacy software system. However, we also had 24% of students who moved from a below grade level status to on-level, which we believe shows that we are helping them build the necessary literacy skills for success at the upper elementary grade levels.

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.

Met goal

We had 51% of students show at least .5 GLE growth at midyear in Imagine Math (K-5) or ALEKS (5-6). We feel that the focus on using the programs with fidelity really helped us lessen the effects of the spring 2020 school soft closure.

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."

Met goal

In the 2019-2020 school year our student survey item "feels safe at school" had 64% of students indicating a ranking of "yes." The surveys given during the 2020-2021 school year had 70% of students indicating a ranking of "yes." Our goal of a 5% improvement has been met and exceeded.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
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	Not progressing	At MOY (middle of year) 2022,

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.

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.

75% of K-2 students will be reading on grade level as 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.

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

according to plan

our Acadience Pathway to Progress scores showed that just over 35% of our students were at grade level. This is a significant decrease and it appears unlikely that we will meet our EOY (end of year) goal.

Progressing according to plan

We've seen great gains in our students' math scores in Imagine Math and ALEKS. It appears that our students had more than a 3% increase from BOY (beginning of year) to MOY (middle of year).

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.

Progressing according to plan

Our plan is progressing as written. We've run into an obstacle with our student surveys, however we feel we'll have accurate data by the end of the school year.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 39,985.23
B - Allocated new funds for current year SY21-22	\$ 75,204.00
C - Total Budget for current year SY21-22	\$ 115,189.23
D - Projected spending during current year SY21-22	\$ 65,817.00
E - Expected carryover from current year SY21-22	\$ 49,372.23
F - Projected new funding for next year SY22-23	\$ 90,338.00
G - Total projected funding for next year SY22-23	\$ 139,710.23

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Whole School Literacy
<i>Goal Statement</i>	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 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://www.unesco.org/en/academic-social-emotional-learning)) 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.

Measures

Our 2022 MOY (middle of year) Acadience Reading benchmark shows just 55% of our students in grades K-6 are currently scoring as at or above benchmark. Clearly this is our most critical academic need, as the ability to read assists individuals in all other academic areas. We will continue to use the Acadience Reading assessment and benchmarks as our tool to measure progress.

Action Plan (please number steps)

1. Continue to expect ALL teachers of English literacy to participate and complete the LETRS training aligned with their grade level timeline. Pay \$300/unit for timely completion of Units 5-8 for all teachers involved.
2. Continue to implement SPIRE interventions with all identified students (those performing below or well below benchmark) utilizing our highly trained paraprofessionals.
3. Provide training for all teachers in the new Davis District Literacy Intervention Guide.
4. Implement WIN (What I Need) time in all grade levels. This is an intervention block schedule that has been very successful in some other schools in the district.
5. Focus a monthly PLC (Professional Learning Community) session exclusively on literacy and looking at progress monitoring and other data sources for individual students (e.g. PAST, Reading Inventory, Heggerty, Killpatrick, etc.)
6. Use of LandTrust funding to pay for two teachers to receive stipends for serving as teacher leaders specializing in teaching and supporting other teachers in using the state-provided literacy software. Also use TSSA funding to pay two teacher leaders in our French Immersion program to assist with obtaining additional tutors and supports for French literacy efforts.
7. Continue to fund summer library to provide access to books for students. The nearest Davis County Library is several miles away.
7. Provide student Social Emotional Learning (SEL) activities using the Move This World strategies and supports.

<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#SEL#TeacherLeaders																				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Safety & Security																				
<i>Academic area(s) addressed by the goal</i>	Reading Writing																				
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes																				
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$109,500.00																				
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#2 6 Paraprofessionals</td> <td>\$ 75,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 LETRS stipends Units 5-8</td> <td>\$ 30,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#7 Funding for Media Center specialist for summer library - 5 weeks</td> <td>\$ 2,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#6 Stipends for two teacher leaders specializing in the literacy software provided by the state office</td> <td>\$ 2,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#2 6 Paraprofessionals	\$ 75,000.00	LAND Trust Academic	Salaries & Benefits	#1 LETRS stipends Units 5-8	\$ 30,000.00	LAND Trust Academic	Salaries & Benefits	#7 Funding for Media Center specialist for summer library - 5 weeks	\$ 2,500.00	LAND Trust Academic	Salaries & Benefits	#6 Stipends for two teacher leaders specializing in the literacy software provided by the state office	\$ 2,000.00
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<i>Goal Short Title</i>	Math facts and skills
<i>Goal Statement</i>	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.

	<p>Students will increase their math proficiency by five percent on the STEM Math software beginning-of-year benchmark to end-of-year benchmark.</p> <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 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.</p>
<p><i>Measures</i></p>	<p>Our RISE math scores have declined at an alarming rate. We've gone from 44% of students in grades 3-6 being proficient in 2018 to having only 24% of students scoring proficient in 2021. This rate of decline is not only concerning to us at Foxboro, but also has garnered the attention of the STEM Action Center which has allowed us to secure some additional tutor funding to support our students during the summer of 2022. This tutoring will take place using online math software programs chosen by the state STEM Action Center.</p> <p>We feel that continuing to use our STEM Action Center grant software as a measurement seems wise during this next year. Acadience Math and other assessments will be considered in future years once we have an assessment that is recommended by the district for use in grades K-6. Currently this is not available.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Ensure that all classes have a research-based math fact software program that they can commit to using at the recommended usage weekly. 2. Focus one monthly PLC meeting with the focus of looking at math software data and student progress. 3. Continue to use ESSER III funding to provide four math paraprofessionals to work with small groups of students. 4. Use TSSA funding to pay three teacher leaders to become experts with an assigned software program and to provide training and day-to-day support to teachers using each program. 5. Provide student Social Emotional Learning (SEL) activities using the Move This World strategies and supports.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#TechI#SELI#TeacherLeaders</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Safety & Security</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics</p>
<p><i>Does this action plan include behavioral /</i></p>	<p>Yes</p>

character education / leadership efforts?

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

Goal LAND Trust Expense Total - \$7,999.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 Math software	\$ 4,999.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Math screener grades 4-6	\$ 3,000.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math facts and skills	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 Math software	\$4,999.00
Math facts and skills	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Math screener grades 4-6	\$3,000.00
Whole School Literacy	LAND Trust Academic	Salaries & Benefits	#2 6 Paraprofessionals	\$75,000.00
Whole School Literacy	LAND Trust Academic	Salaries & Benefits	#1 LETRS stipends Units 5-8	\$30,000.00
Whole School Literacy	LAND Trust Academic	Salaries & Benefits	#7 Funding for Media Center specialist for summer library - 5 weeks	\$2,500.00
Whole School Literacy	LAND Trust Academic	Salaries & Benefits	#6 Stipends for two teacher leaders specializing in the literacy software provided by the state office	\$2,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 90,338.00
G - Total projected funding for next year SY22-23	\$ 139,710.23
H - Total planned expenditures for next year SY22-23	\$ 117,499.00
I - Planned carryover into the following year SY23-24	\$ 22,211.23
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Any additional funds will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	Social media postings

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/12/2022
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	5