



# Fox Hollow Flyers

*"Soarin' to New Heights"*



2012-2013

## Stake Holders Report

### The ABC's of Kindergarten

Animal showcase  
Best aides in the school!  
Centers  
Dance festival  
Elmo projectors  
Friendship  
Gingerbread man  
High fives and hugs  
Investigations  
Jolly Santa's elves  
Kindergarten Graduation  
Lining up  
Marshmallow mouths  
Neat handwriting  
Outstanding parent volunteers  
Patterns  
Question of the day  
Reading  
Snacks and singing  
Thanksgiving Feast  
Unbelievable student progress  
Valentine costumes  
Writer's Workshop  
Xcellent teachers  
Youngest grade  
Zero the Hero

- Challenging our Kindergarteners is a top priority. We've listed some of the ways we respond to students who already know.
- Doing extension activities in Guided Practice groups
- High expectations and individualized instruction in Writer's Workshop.
- Fun and rewarding fast finishers.
- Send-home sight word lists, where students work at their own pace.
- Using higher numbers in math practice

### First Grade

Throughout a typical day in first grade, we reach out to varying levels of development with many different activities.

#### Reading

**Guided Reading:** We work with a small group of students who are grouped by their reading levels. We are able to focus on strategies that are pertinent to each of these groups.

**Literature Circles:** When students can read chapter books, we assign each child an activity to work on independently and report when the group meets together to discuss the story. This gives them an opportunity to learn from each other as they expand their knowledge and comprehension.

#### Reading Response Activities:

Students write about what they have read.

#### Writing

Students write on their own level. Teachers conference with students to help guide them to the next stage of development and sharpen the skills they have already learned.

#### Math

Students are assessed to determine their number sense. They practice with specific numbers that they need to learn. We use a lot of games and variations to reach all levels.

### Second Grade

Mixed up math  
Science Rotations  
Challenge words on Spelling  
Reading Groups (literature Circles)  
Writing in all Subject Matter  
Field trips that support the core  
Hands on experiences with the curriculum

### Third Grade

What do we do when they already know it?

In spelling, we have 4 leveled spelling groups so that the words they are working on are at a personal just-right level.

In math, we often give problems which are open ended and allow students to demonstrate higher level thinking. When our team finishes teaching a concept, we group our students according to their knowledge and understanding of the concepts and provide a lesson of reteach, practice, or enrichment. The enrichment lesson goes more in-depth or extends above the grade level objective.

We also try to provide fast finishers for students that understand the concepts quickly and are ready for a new challenge. Students are allowed to choose an activity that was selected. They have opportunities to go back and play math games when they are finished or work on go-ahead pages in the math-workbook.

As teachers, we write problems and then allow our students to write story problems for others to solve, including 2-step story problems using different operations. Other students who finish early or need an extra challenge can solve problems written by their peers.

### Fourth Grade

Weekly Extensions:

Students that have mastered math concepts being taught are afforded the opportunity to extend learning each week.

Example of authentic learning pictured left.

#### **Fast Finishers:**

Teachers provide activities that take learning to a greater depth in various subjects for students to take advantage of on a daily basis.

### Fifth Grade

Yearly Activities:

Wax Museum  
Science Fair  
Colonial Days

#### **Extensions:**

Grade Level Reteaching - takes place twice a month to reteach important math concepts. The results of the reteach feed into who attends double dose.

#### **Double Dose**

Leveled spelling groups  
Misty is able to do various computer activities with her classroom computers (she can give you more details)  
Adam uses tools like sudoku to help enhance math

### Sixth Grade

#### **Reading**

We teach reading in small groups that allows us to tailor a group for the reading level of the student. More advanced students study more difficult, advanced novels, etc. Students study words and vocabulary on a higher level. They self base their word study instruction, which allows students who are able to move through more material do so.

#### **Math**

We teach with open ended math tasks that allow students to approach mathematics from a variety of entry points and levels. Students who are able to think in more complex terms are able to do so. We pretest every math unit we teach. Students who have already mastered the material are given a complex task that takes multiple days and are able to solve that task with a small group of students on their level.

#### **Writing**

Students are given choice on writing assignments. They are able to choose their topic and some of the way it will be structured to meet their needs. We individually conference with students on a regular basis to push them to higher levels of proficiency based on their ability. One student's writing assignment will not look the same as another's.

### Special Education

- Provide individualized instruction for each student.
- Meet yearly as an IEP team to discuss and implement a new Individualized Education Program that ties to the Common Core
- Provide students in special education access to the Common Core.
- Keep updated on Special Education Law and Procedure to ensure each student is receiving a Free and Appropriate Education in their Least Restrictive Environment.
- Provide students with services such as Speech, Physical Therapy, Occupational Therapy, Adaptive Physical Education, Hearing Services, and Vision Services depending on the needs of each student.
- Take data and use progress monitoring in order to assess the changing needs of each student
- Provide daily living skills instruction and help (diapering, potty training, mobility, eating/feeding, grooming, medication administration, transferring) to students in need.
- Monitor and track behaviors in order to use Functional Behavior Assessments and implement Behavior Intervention Plans with students in need of behavior intervention.

## Parent Involvement is Critical

### Fox Hollow involves parents in several activities such as:

- Back to school night held each fall at the start of school
- Parent/teacher conferences held two times each year
- PTA and School Community Council meetings
- Foxy Dads Friday fun lunch

### Academic achievement feedback:

- Parent Teacher Conferences held twice each year
- Report cards each three times per year
- Direct Reading Assessment feedback two to three times per year
- Pre and post Kindergarten testing
- Regular classroom and grade level assessments
- Meeting with teachers as needed
- Checking grades and attendance anytime on Skyward. Teachers are expected to keep their gradebooks updated regularly on Skyward.

### Information from Fox Hollow:

- Monthly newsletter from principal in the PTA News
- Back to school night
- Information sent regularly using School Messenger regarding attendance and school events
- Classroom or grade level newsletters
- Trust Land plan, School Improvement Plan developed annually through the school community council
- Posting relevant and timely school information on the school website

## HOMEWORK

Homework varies according to individual teachers and the subject matter. Generally, students are provided time to complete many tasks in class; however, as homework is a natural part of school which helps students develop good study habits, students can expect homework assignments. Teachers endeavor to send home constructive assignments with specific purposes in mind. Unfinished daily work should be completed before students return to class, so they will be ready for the next day's learning. In addition, students are required to make up work missed when absent as assigned by the teacher. If your child has trouble with the amount or difficulty of assignments, please contact the teacher.

All students are expected to read or be read to at home daily. Your child's teacher will inform you of how to track their reading time and what reading materials are appropriate for your child.

## Volunteer Opportunities

There are a number of ways in which parents can be involved with their child's education. Our SCC and PTA meet on a monthly basis. The public is always welcome to attend these meetings. We regularly conduct Stars Reading Tutor training. This is an opportunity for parents to receive specialized instruction in reading, and then to apply the skills by helping children one-on-one to become strong readers.

### Other ways for parents to be involved are:

- Parent teacher conferences
- Report cards three times per year
- Skyward access daily
- E-mail or phone calls with teachers
- SCC and PTA meetings
- Progress reports
- Newsletters from teachers
- Volunteer in the classroom
- Math night, arts night and class programs
  
- Volunteer for PTA

## Inspiring Students

"To Build, Inspire, and Accomplish" is our mission at Fox Hollow Elementary. We believe every child can learn and we strive to help all children reach their potential as a student, a citizen, and a friend.

To accomplish our goals we are dedicated to providing excellent teachers who are passionate about education and provide a nurturing environment to foster a love of learning as they master the curriculum.

We focus on each child's needs and differentiate the curriculum so students learn at their own level. Struggling students receive interventions to help them achieve mastery, while advanced students have the opportunities to enrich and expand their knowledge and skills.

With the many choices in education today, we realize how privileged we are to have you choose Fox Hollow for your student's educational experience. We are confident you will be pleased with your choice.

We are pleased to present our stakeholder's report for the 2011-2012 school year. We are proud of our accomplishments and we are optimistic about the future of our school, our community, and our society.

Fox Hollow Elementary Faculty and Staff  
 want to say Thank You! To our Fox Hollow PTA for all your support.  
 Fox Hollow is a richer place because of you.

Some things our PTA Sponsors



- School Carnival
- Green Ribbon Week
- Reb Ribbon Week
- Reflections
- Teacher Appreciation
- Emergency Packs
- Box Top Rewards
- Fox Trot
- Class Parties
- Health & Safety
- Take Home Library
- Skate Night
- Daddy Daughter Dance
- Battle of the books
- Dr. Seuss B-Day Celebration

As Principal of Fox Hollow I can tell you with total confidence that our PTA is here for our kids.

From the start of the year through where we had multiple parent volunteers helping with safety to individual efforts, our PTA is here to help the teachers and children of Fox Hollow have a great educational experience.

I have also observed many times children's faces lighting up when they see their parents volunteer. Your help is always appreciated.

*Darrin C Johnson*

Fox Hollow's faculty and staff want to say thank you to our PTA and parent volunteers for all you do for us.

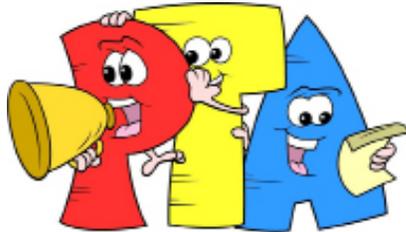
How can I help?



When you volunteer at the school please check in at the office. This helps the PTA, but most importantly this helps your child and others both academically and socially.

- Come to a PTA meeting or many
- Volunteer for a PTA sponsored event
- Become a board member
- Volunteer in your child's classroom
- Most important to our Fox Hollow PTA is that when ever possible even if it is only for one event per year please come and join an event and give of your time.

Does Joining the PTA Really make a difference?



The answer is a resounding YES!

Our Fox Hollow PTA exists because of our parents and the many hours you volunteer. Fox Hollow PTA is run and operated by Fox Hollow parents, and your membership does count. The more Members we have the stronger Utah's and our kids are heard.

Double-Dosing Model: Fox Hollow Elementary

<b>Principal &amp; DD Contact</b>	Principal: Darrin Johnson Assistant Principal: Kyle Hoopes TSA: Dan Griffey
<b>Model Summary 1<sup>st</sup> - 6<sup>th</sup> grade</b>	<ul style="list-style-type: none"> <li>- Early bird and later gater extension 4 days a week (Tues-Fri).</li> <li>- Begins September 6<sup>th</sup>.</li> <li>- 8-12 students per grade level serviced.</li> <li>- Under direction of teacher an aide pre-teaches or re-teaches to small group of students from grade level.</li> <li>- Grade-levels follow curriculum map for D-D content.</li> <li>- In Monday collaboration, teachers decide topics of study for D-D and how long taught and make student selection.</li> <li>- DD will be fluid students will graduate out and in based on needs</li> </ul>
<b>Selection Process/ Assessment Tools</b>	<ul style="list-style-type: none"> <li>- Common Assessments</li> <li>- Fall DRA</li> <li>- Spring CRT (review in Monday collaboration)</li> <li>- Teacher recommendation</li> <li>- Parent requests</li> </ul>
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>- Students are invited to D-D as is needed for student success.</li> <li>- 8-12 students per grade level</li> </ul>
<b>Indicators of Progress</b>	<ul style="list-style-type: none"> <li>- DRA-2</li> <li>- Common Assessments</li> <li>- Teacher observations</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>- Students will be pre-taught</li> <li>- Students will make a minimum of one years growth</li> <li>- Students will participate more in class</li> </ul>
<b>Aide to Teacher communication</b>	<ul style="list-style-type: none"> <li>- Monday is dedicated to teacher communication D-D.</li> <li>- No aides with students during this time due to teachers teaching the core concepts on their level of expertise</li> </ul>

Double Dose Teaching

Fox Hollow is offering a before and after school program for students who could benefit from additional support in literacy and/or math instruction. This extra time for teaching is Tuesday-Friday during small group time. Students participate as long as the additional instruction is needed. Students are graduated out or invited into these sessions as needed to help the student achieve success. Below is a breakdown of what we offer during these before and after school double dose teaching sessions.

## School Trust Lands Money

For the 2011-2012 school year our Trustlands money was used to purchase new technology that enhances the learning environment. We purchased several new infrared microphone systems and projectors. A large portion of the materials and supplies went to purchase new books for our classes and for the take home library.

Professional development of our teachers paid for local, state and national development classes. Substitute teachers were hired to cover the classes during some of the times our teachers attended the professional development.

The largest portion of our budget last year went to hiring aides to teach double dose sessions with students who needed a little extra time to achieve success.

## 2011-2012 School Community Council

What is the School Land Trust Program?

The School Land Trust Program comes from money that is generated from 3.3 million acres of land in Utah that has been set aside for Utah Schools. The money that is generated is placed in the permanent

education fund. Interest from this fund is distributed to every public school in the state through the School Land Trust Program. Site-based SCC prepares a plan that identifies academic needs. Money from the grant provides resources needed to implement the plan and benefit children.

## New State School Accountability System

“UCAS – Utah Comprehensive Accountability System”

AYP/No Child Left Behind is an accountability system that our school has been using for the past several years. With the passage of state statute 53A-1-1101-1113 in March 2011, efforts began to develop a new Utah Comprehensive Accountability System (UCAS). The Utah State Office of Education assembled a committee of policy makers, education leaders, and stakeholders from across the state. The committee was charged to develop a single comprehensive accountability system for Utah’s schools which incorporated the following design principles:

- Promote progress toward and achievement of college and career readiness
- Value both meeting standards (achievement) and improving academic achievement (growth)
- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
- Strong incentives for schools to improve achievement for the lowest performing students
- Growth expectations for non-proficient students should be linked to attaining proficiency
- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
- Clear and understandable to stakeholders

Under the UCAS framework every school can earn a total of 600 points with 300 of those total points allocated for achievement (proficiency and graduation rates for high schools). The other 300 points are allocated to growth.

Structure of the UCAS Framework

All schools are graded on two key indicators: Achievement and Growth. The system consists of a total of 600 points that are evenly split between Achievement (and Graduation for high schools) and Growth. The structure and total points associated with each indicator for elementary, middle and high schools are provided below.

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## Trustland Funding

Equipment and Technology	\$3,297
Materials and Supplies	\$10,072
Professional Development	\$3,376
Teacher Hourly	\$935
Substitute Teachers	\$1,103
Double Dose Aides	\$16,972

## Fox Hollow Staff

### Office

Darrin Johnson  
Shelly Smith  
Dianna Rochette  
Kyle Hoopes VP  
Dan Griffey TSA

### Kindergarten

Megan Belnap  
Shelly Johnson  
Dee Skaggs  
Celest Taylor

### 1st Grade

Marlyce Andersen  
BobbiJo Burk  
Kinley Christensen  
Amanda Hodges  
Sheree Peterson  
Rachael Reid

### 2nd Grade

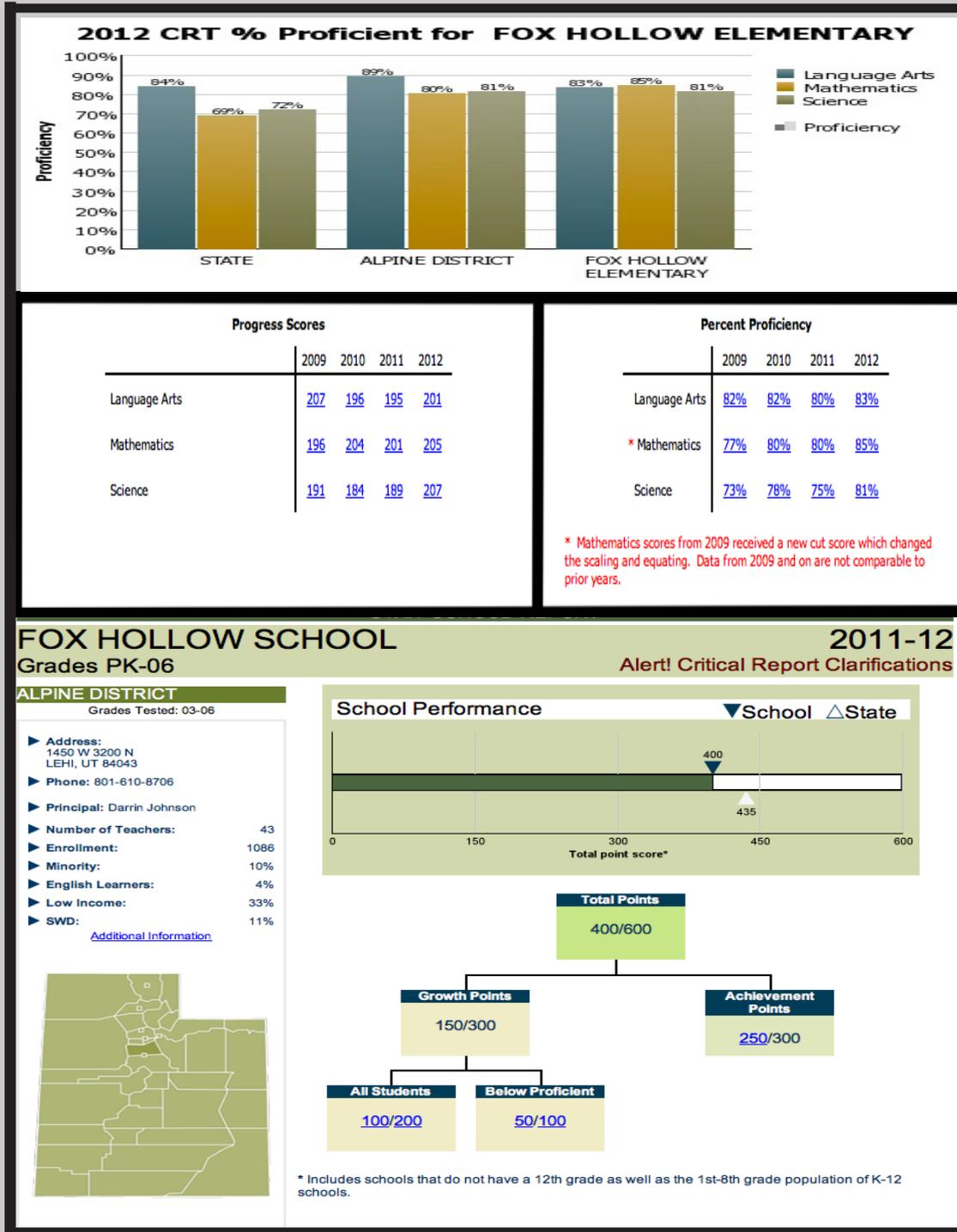
Kirsten Arnold  
Collette Davis  
Larry Newson  
Stephanie Nielsen  
Whitney Pfister  
Sydney Raynes  
Nancy Thompson

### 3rd Grade

Andrea Avis  
Jennifer Whitlock  
Lezlee Gallegos  
Lisa Wood  
Susan Howard

### 4th Grade

Janna Bush  
Angie Dansie  
Bethany Hancock  
Lacy Mickelsen  
Libby Tenney



## Fox Hollow Staff

### 5th Grade

Brittney Black  
Nicole Craig  
Misty Killpack  
Cherice Park 5/6 split  
Adam Smith

### 6th Grade

Rebecca Cornish  
Adam Johnson  
Sabrina O'Very

### Specialty

Dorothy Brown Music  
Steffani Dastrup-PE  
Linda Ellertson-Comp

Lisa Adams-Media

### Special Education

Laura Chipman  
Lindsey Kennelly  
Danielle Mounteer  
Fran Mundt  
Jeana White  
Mark Hodge (Speech)  
Erin McLeary

### Cafeteria

Sueann Carter-Manager  
Denise Christensen  
Jennifer McBeth  
Lynn Dee Sands  
Kyoko Jensen

### Custodial

Matt Downs-Custodian  
Nate Orton  
McCoy Ivie