



Elementary School

Respect, Responsibility
and Service



2016-2017
Stake Holders Report

Fox Hollow Faculty

Office

Darrin Johnson, Principal
Pete Swiderski, VP
Shelly Smith, Secretary
Colleen Kalian, Secretary
Janna Bush, TSA

Kindergarten

Katie Sturgill
Shelly Johnson
Dee Skaggs
Celest Taylor

1st Grade

Marlyce Andersen
Brittney Blair
Kinley Christensen
Nicole Craig
Brooke Goff
Kjerstyn Scott

2nd Grade

Lora Cunico
Collette Davis
Amy Johnson
Andrea Lindquist
Cherice Park
Jamie Bocanegra

3rd Grade

Brenda Bawden
Amanda Hodges
Kristen Holladay
Lezlee Gallegos
Lisa Peterson
Sydney Tracey

4th Grade

Bethany Hancock
Misty Killpack
Cami Perrier
Libby Tenney
Jennifer Whitlock

5th Grade

Seiji Shiba
Ashley Frazier
Jason Crowton
Brittney Black
Sarah Decker

6th Grade

Sarah Egbert
Stephanie Frampton
Adam Huffaker
Sabrina O'Very
Hillary Tolman

Specialty

Dorothy Brown Music
Steffani Dastrup-PE
Emmerin Schutz-Comp
Katie Seamons-Art
Lisa Adams-Media
Janet Downey-LA

Special Education

Laura Chipman-Life Skills
Kathrine Parker-Resource
Micheal Bair-Psych
Tony Cummings-Resource
Melissa Crandall-Speech

Cafeteria

Sueann Carter-Manager
Maggie Anderson
Ruth Yardley
Angie Fox
Veronica Linar

Custodial

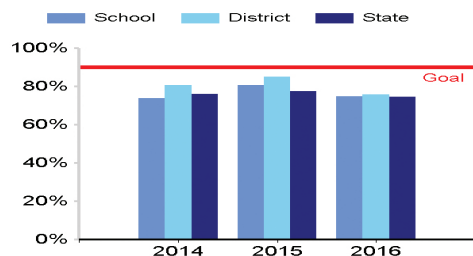
Matt Downs-Custodian
Dakota Nuttal-Head Sweeper

FOX HOLLOW SCHOOL

ALPINE DISTRICT

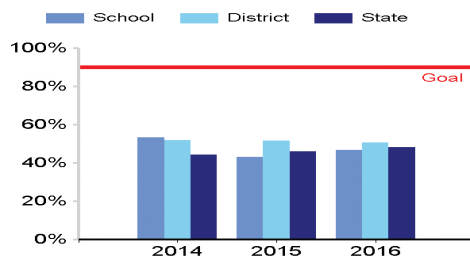
Grades K-6 School Year 2015-2016

3rd Grade Reading Proficiency



Approved reading assessment

6th Grade ELA Proficiency

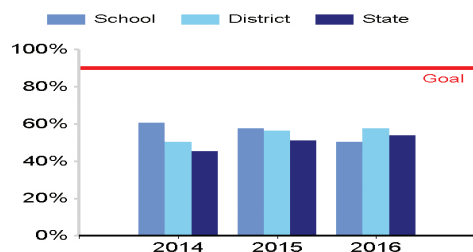


SAGE: 1st administration in 2014

Kindergarten Readiness

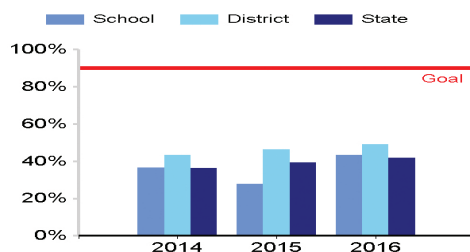
The Kindergarten readiness indicator is currently not available

3rd Grade Math Proficiency



SAGE: 1st administration in 2014

6th Grade Math Proficiency



SAGE: 1st administration in 2014

School Demographics

Enrollment	1104
Race/Ethnic Minority	15%
English Learners	<10%
Low Socio-Economic	16%
Students With Disabilities	11%
Chronic Absenteeism	13%
Mobility	12%

Academic Performance

Sage School Grade B

Grade Span Tested:

3-6

Percent Proficient

SAGE Language Arts (ELA)	44%
SAGE Math	53%
SAGE Science	60%

Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	20%	40%	33%
English Learners	18%	29%	<10%
Low Socio-Economic	28%	44%	48%
Students With Disabilities	17%	22%	37%

School Snapshot Elementary School

Fox Hollow has adopted a teacher directed school wide Character Education program. The theme is Respect, Responsibility, and Service. Throughout the entire school, evidence of this theme is present with teachers, aides, parents and most importantly our students.

Utah State School Accountability System-PACE

The Utah State Board of Education approved changes to Rule R277-497 School Grading System to take into account changes from the state's old criterion-referenced tests and the new SAGE computer-adaptive assessments.

- 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 PACE 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 PACE 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.

Under the PACE system Fox Hollow was awarded the letter grade of a "B" for the 2015-2016 school year.

Fox Hollow Intervention Plan

Goals for interventions

- Students who receive this intervention are expected to make at least one year's progress in reading.
- The outcome of this intervention is that students will become more skilled in the areas of reading decoding, comprehension, engagement, and fluency.

Steps to reach our learning outcomes

- Common Assessments, including SAGE and Dibbles assessments will be used to measure progress.
- identify students academic growth.
- Students who are identified as Tier II in their grade level will receive reading intervention.
- Students who are targeted for this intervention will receive extra instruction on reading, fluency, reading comprehension, sight words, phonics, and phonemic awareness.
- Dibbles reading assessment administered to K-3 all students

The purpose of the interventions

- Help students make more than one year of growth.
- Students who have been identified as being a tier II student will be invited to participate in Double Dose Teaching sessions.
- Double Dose increases the amount of instruction time that Tier II students receive.
- Our Double Dosing will have a strong focus on reading comprehension and fluency.

Programs to use in helping Tier II students

- Progress Monitoring
- Additional guided reading groups
- Imagine Learning
- Raz-Kids
- Extra reading at home
- Peer reading
- Volunteer help
- A-Z reading
- Power Reading, etc.

Selection

- Students will be selected using common assessments
- Dibbles reading assessment
- Teacher observations

Indicators of Progress

- Common assessments, teacher observations, Dibbles Reading Assessment, Class participation, and progress as shown on school work

Support for the plan

- Aides to help administer DD
- Stipends for TAT Intervention Team
- Professional Development conferences
- Subs to cover classes during professional development
- Supplies to help run DD sessions
- Assessment Software
- Equipment (along with installation) that supports literacy

Fox Hollow Trust Lands Plan for the 2016-2017 School Year

Salaries and Employee Benefits	\$44,962
Professional and Technical Services	\$5,000
Other Purchased Services (Admission and Printing)	\$5,000
General Supplies	\$2,000
Software	\$4,800
Equipment (Computer, sound system)	\$12,000

Goal: Each student in Kindergarten through 6th grade will make at least one years of growth in reading to be measured by the DIBBELS, and/or SAGE assessments. In grades 3-6, we will improve proficiency scores in Language Arts from 45% to 48% proficiency using the end of year SAGE assessment..

Action Plan Steps:

1. Grade level teams will use the DIBELS, SAGE, and classroom assessment data to identify students who are not currently at benchmark in reading.
2. Each student in 3rd-6th grade will make at least one years growth in writing as measured by the SAGE writing assessment.
3. Teachers will use collaboration time to discuss student progress, review the data, determine appropriate interventions, and share best practices at each grade level.
4. Target Time and double-dosing will be used to intervene with struggling students.
5. Teams will create common assessments that align to the Utah Common Core.
6. Mastery Connect is a tool the teachers will use to create the assessments and to evaluate students growth
7. Those students not demonstrating understanding will receive double dose interventions that are a directly correlated to the teams common assessments.
8. Interventions used will include extra time with the teacher, a classroom aide, STAR Reading, additional guided reading groups, Raz-Kids, Imagine Learning, A-Z reading and other interventions that are research based.
9. Aides provided in Grades 1-4 to administer the STAR reading program for students below grade level in reading.

Goal: We will close the achievement gap for kindergarten students not on grade level by 10%.

Action Plan Steps:

1. The lowest achieving kindergarteners according to the fall KLA-Kindergarten Language assessment will be invited to attend an Extended kindergarten class.
2. Extended kindergarten is for 160 days of school for one extra hour of class time per day.
3. Skills taught are literacy based reading and writing.
4. A common assessment will be administered mid-year and those on grade level will be graduated out.
5. New students will be invited as space becomes available.
6. Our lowest 14 performing students will be invited to attend this class.

Grants Awarded to teachers 2016-2017 school year

Our teachers have aggressively sought after Donor's Choose grants this year. Through this grant vehicle and the generosity of Chevron. So far this year our teachers have received the following grants.

Mrs. Tenney	\$750.00	Sound-blocking headphones, privacy dividers, fidget toys, bouncy bands for desks, stability ball chairs
Ms. Hancock	\$750.00	2 ipads and cases
Mrs. Decker	\$1,000.00	3 iPads, 11 cases, iPad stand
Mrs. Chipman	\$950.00	1 ipad, 1 mini ipad, ipad cover, phonics, Vocabulary and math DVDs, CDs.
Mrs. Blair	\$998.00	3 iPads, 3 cases, 1 Apple TV, and 9 CD Walkmans
Mrs. Tolman	\$823.08	Sets of great novels for book club reading groups-6 of each - The Harry Potter Series, Surviving the Applewhites, Theif Lord, The Fable Haven Series, Found, Michael Vey, Goose Girl, The Percy Jackson Series, Wednesday Wars
Mrs. O'Very	\$845.73	3 ipads-3 cases--3 glass screen protecters
Mrs. Whitlock	\$1,221.00	3 ipads, 3 cases, 13 headphones
Mrs. Gallegos	\$923.16	4 ipad mini's
Mrs. Cunico	\$946.98	4 ipad minis, 2 cases
Ms. Johnson	\$992.00	1 iPad, iPad bluetooth keyboard, printer, toner, literacy and math centers
Mr. Crowton	\$1,000.00	Makey Makey kits
Mrs. Hodges	\$942.06	1 Ant Farm, 200 Glue Sticks, 10 Kore Patented Wobble Chair
Ms. Bawden	\$928.46	1 iPad, iPad cover, Apple TV, 60 glue sticks
Mrs. Egbert	\$1,022.00	3 iPads, cases, glass covers
Ms. Seamons	\$1,159.00	Tooling foil, paints, clay tools, advanced glazes, watercolor paper
Mrs. Tracy	\$927.00	2 ipads, cases, headphones
Mrs. Frazier	\$1,167.29	4 ipad minis, 2 cases
Mr. Huffaker	\$856.00	4 iPad minis
Mrs. Skaggs	\$1,136.00	puzzles, printer, toner, giant timer, storage items
Ms. Christensen	\$986.00	3 ipad minis, covers and screen protectors.
Mr. Cummings	\$915.45	4 student microscopes, 1 box 100 prepared slides, 400 microscope slides and cover slips, 1 microscope with 5mb camara
Ms. Killpack	\$1,168.00	4 iPad mini's and 2 cases
Ms. Johnson	\$1,172.05	4 iPad mini's and 4 cases
Mr. Shiba	\$1,119.55	4 iPad mini's
Total	\$24,698.81	

Fox Hollow OEK and STAR Reading

This year, through our School Land Trust we have continued our optional extended day kindergarten and added a second session (OEK). Through testing this program is offered to 16 kindergarten students. These students attend kindergarten during our earlybird time. During this time they receive an extra hour of literacy instruction provided by a certified kindergarten teacher.

Our STAR Reading is an early reading intervention program that provides one-on-one reading help to students in grades 1-3. Mrs. Bush attended a state run training on this in the fall and trains and supervises our aides as they administer this intervention to those who will benefit from additional time reading with an adult.

School Community Council

The School Land Trust Program manages funds and holdings in Utah. The money that is generated from these holdings 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 School Community Council prepares a plan that identifies academic needs. Money from the grant provides resources needed to implement the plan and benefit children.

School Developed Character Ed Respect, Responsibility and Service

Each month of the year our teachers are focusing on a trimester theme and individual monthly themes of positive character traits we expect our students to exhibit.

Acceptance: Treating others with respect and kindness despite differences.

Self Respect: Having pride and confidence in one's self.

Gratitude: A feeling of thankfulness and appreciation

Honesty: To be trustful; to not lie, cheat or steal.

Courage: The ability to do something that frightens you.

Perseverance: Doing something, despite difficulties in order to succeed.

Compassion: Concern for the suffering or misfortune of others.

Initiative: Doing the right thing because you know you should and not because it is expected.

Service: The action of helping or doing work for someone.

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
- Math and Arts night

Academic achievement feedback:

- Parent Teacher Conferences held twice each year
- Report cards 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 web site

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.

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
- Serve on the PTA board
- Reading with children in the classroom

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.

Attendance Matters

Attendance in elementary school does matter. Research has shown over and over again that regular attendance in school is a key component to a student's success. I am encouraging our students to be in school and on time each day. In saying this I do understand that there are circumstances that arise from time to time which prevent students from attending school.

When a child is chronically absent, checked out early, or is late the time adds up, and the child is missing key instructional time. Over time these absences and tardies add up and have a negative effect on a child's education.

If a child is late to school by 10 minutes each day this child will miss the equivalent of one week of school. If a child misses 18 times per year by the time they are in high school they will have missed an entire year of instruction.

According to the National Center for Education Statistics poor attendance has serious implications for later outcomes as well. Habits that are fostered in elementary school have been shown to continue throughout a student's education. Researchers have found that students who struggle with attendance in later years began to not attend as early as kindergarten. These same research studies have shown that students who regularly miss school have an increased likelihood of struggling academically.

I understand that there are absences that are unavoidable. If your child is unable to attend school please contact the office to excuse the absence. I also encourage you to be in immediate contact with your child's teacher. Ask the teacher what was missed and what your child can do to make up these lessons and assignments.

Attendance is an important part of your child's education, and I strongly encourage and support your efforts to have your child here on a daily basis. It is a privilege to work with you and your children here at Fox Hollow.

Thank you,

Darrin Johnson

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
Play
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

Reading:

Students practice their literacy skills by reading leveled as well as free-choice books alone, with a partner and as a group. Teachers give individual attention to student needs and work to help every student succeed and reach their potential. Along with reading, of course comes spelling which we practice weekly through class activities, homework, and pre/post tests.

Writing:

After attending a Range Finding Writing Training we are discovering new ways to raise our expectations in the three writing standards for second grade. These standards include informative, persuasive, and narrative writing. We plan to start out with small steps and as the year progresses we will add to our student's understanding. We are collaborating on lesson plans that will increase the writing skills of our students and prepare them for future testing.

Math:

We are learning adding and subtracting to 20 including counting on, making tens, doubles and fact families. These strategies set the foundation for adding and subtracting to 1000 which will include the number line, hundreds chart, and expanded notation.

Third Grade

What do we do when they already know it?

In spelling, we have leveled spelling groups so that the words they are working on are at a personal just-right level. As well as incorporating high frequency words.

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 to reteach, practice, or enrich. The enrichment lesson goes more in-depth or extends above the grade level objective.

We also provide fast finishers for students that understand the concepts quickly and are ready for a new challenge. 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

Math:

This year we are using data from assessments to identify student abilities. Students who prove proficient in learning targets are then grouped. They are given tasks which go beyond the objectives and help extend their learning.

Spelling/Vocabulary:

Spelling/Vocabulary: Using student data from a pre-assessment given at the beginning of the year, we group student according to readiness specific to spelling. Students are then grouped so they receive instruction according to this readiness. We also have an equal emphasis on vocabulary that is related to our core. On alternating weeks we focus on vocabulary words covered in our core subjects. We are thus, reinforcing our core vocabulary during literacy time.

Reading:

During our literacy block we are utilizing our adaptation of the district Language Arts map to allow students to receive instruction on objectives repeatedly through out the year. Students receive scaffolding through small group, whole group, and guided group instruction before being expected to work independently on a given objective.

Fifth Grade looks forward each year to the following activities:

Wax Museum - It incorporates social studies, reading, and writing. Students research, read about, dress like, and pose as their favorite American for parents and students.

Science Fair - All 5th grade students participate in our annual science fair. Students come up with a scientific question, and they use the scientific process to conduct an experiment that will help answer that question. Experiments are then turned into display boards and written reports, which go on display for the entire school and parents.

Colonial Days - About the third week in November, 5th grade students experience colonial activities which include games, dances, living conditions and candle making skills. Colonial dress code is encouraged but not required.

This year fifth grade is helping reach the needs of our students in the following ways: In class-Double Dose, extensions, flex time and reteaching. Pretests and unit tests are given in each category to help determine who will best qualify for the extra help or extensions for the concept being taught.

Sixth Grade

Reading

We teach reading in small groups that allows us to tailor and group for the reading level of the student. This is also when we have our reading instruction. Teaching concepts such as the difference between explicit/inferred and elaboration. We also teach the elements of story such as plot, character, try-fail cycles.

Writing

Students will learn to write for multiple purposed and audiences. They will write narrative, argument, and research papers. Your students teacher will individually conference with them on a regular basis to push your student to a higher level of proficiency, based on their ability. One student's writing assignment will not look the same as another's.

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.

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.