

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

## Fox Hollow Faculty

### Office

Darrin Johnson, Principal  
Shelly Smith, Secretary  
Dianna Rochette, Secretary  
Paula Tucker, VP  
Kirsten Arnold, TSA

### Kindergarten

Allie Anderson  
Shelly Johnson  
Dee Skaggs  
Celest Taylor

### 1st Grade

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

### 2nd Grade

Cherice Park  
Collette Davis  
Andrea Linqvist  
Amy Johnson  
Sydney Raynes  
Jessica Bunker

### 3rd Grade

Andrea Avis  
Jennifer Whitlock  
Lezlee Gallegos  
Lisa Wood  
Susan Howard  
Morgan O'Brien

### 4th Grade

Janna Bush  
Angie Dansie  
Bethany Hancock  
Cami Perrier  
Libby Tenney

### 5th Grade

Brittney Black  
Nicole Craig  
Misty Killpack  
Ashley Frazier  
Adam Smith

### 6th Grade

Rebecca Cornish  
Adam Huffaker  
Matt Goff  
Sabrina O'Very

### Specialty

Dorothy Brown Music  
Steffani Dastrup-PE  
Linda Ellertson-Comp  
Nickelle Johnson-Art  
Lisa Adams-Media

### Special Education

Laura Chipman  
Lindsey Kennelly  
Paula Forbes  
Kourtney Hitchcock  
Matt Killpack  
Greg Horne

### Cafeteria

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

### Custodial

Matt Downs-Custodian  
Nate Orton  
McCoy Ivie

# Fox Hollow Elementary Faculty and Staff

wants 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
Red 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 complete confidence that the PTA helps our children have a great educational experience.

Every year we have multiple parent volunteers helping in a variety of ways. 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.

*Dawn 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.

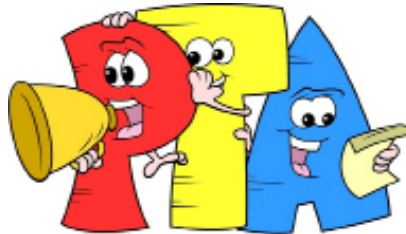
## How can I help?



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 PTA meetings
- 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 whenever possible, even if it is only for one event per year, please come 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.

## 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.

## 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.

## Fox Hollow Elementary Trustlands Report 2012-2013

	Expenditures
Total Available for Expenditure in 2012 - 2013	\$51,350
Salaries and Employee Benefits	\$14,729
Professional and Technical Services	\$4,700
General Supplies	\$4,359
Equipment	\$16,661
Total Expenditures	\$40,449
Remaining Funds	\$10,901

### Expenditures Narrative

The aides we hired worked directly with students who struggled with reading and writing. Our first and second grade teams conducted DRA-2 testing during the summer before school started. This allowed the teachers to know the reading level of the students before school started. In general supplies we purchased reading books to supplement the instruction in the classrooms, supplies to support learning. For Professional Development we sent teachers to the national BYU Cites conference, a national TAT team response to interventions conference, and helped to pay for a national presenter to come to the Lehi cluster of schools. We updated 6 sound systems, and repaired several older systems. We also purchased 5 new smartboards. We also purchased one new Elmo document camera and projector for a growth position. The remaining funds went to purchase a Chrome Book Computer lab for use this year. It will be available for use after Thanksgiving.

According to the fall DRA-2 test 67% of our students made benchmark. By the end of the 2012-2013 school year In grades k-2 81% of our students had reached benchmark. Our Reading and Math CRT scores rose from 82% passing the Year before to 84% of our students making benchmark. Our 5th grade DWA writing score rose from 85% meeting the benchmark to 95% meeting benchmark last year.

### Goal

85% of students in kindergarten through second grade will be reading at grade level by the end of the school year. We provided interventions for students below grade level through double dosing tutoring.

### 2012-2013 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.

## Utah 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.

## 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.

### Double-Dosing Model: Fox Hollow Elementary

<b>Principal &amp; DD Contact</b>	Principal: Darrin Johnson, Assist Principal: Paula Tucker, TSA: Kirsten Arnold
<b>Model Summary 1<sup>st</sup> - 2<sup>nd</sup> grade</b>	- Begins September 6 <sup>th</sup> . - Taught in small groups during the school day. - Under direction of teacher an aide works on reading fluency with the students. - Students will be invited in based on teacher observations, and DRA-2 testing.
<b>Model Summary 3<sup>rd</sup> - 6<sup>th</sup> grade</b>	- Early bird and later gater extension 4 days a week (Tues-Fri). - Begins September 6 <sup>th</sup> . - 8-12 students per grade level serviced. - Under direction of teacher an aide pre-teaches or re-teaches to small group of students from grade level. - Grade-levels follow curriculum map for D-D content. - In Monday collaboration, teachers decide topics of study for D-D and how long taught and make student selection. - DD will be fluid students will graduate out and in based on needs
<b>Selection Process/ Assessment Tools</b>	- Common Assessments - Fall DRA - Spring CRT (review in Monday collaboration) - Teacher recommendation - Parent requests
<b>Enrollment</b>	- Students are invited to D-D as is needed for student success. - 8-12 students per grade level
<b>Indicators of Progress</b>	- DRA-2 - Common Assessments - Teacher observations
<b>Goals</b>	- Students will be pre-taught - Students will make a minimum of one years growth - Students will participate more in class
<b>Aide to Teacher communication</b>	- Monday is dedicated to teacher communication D-D. - No aides with students during this time due to teachers teaching the core concepts on their level of expertise.

# FOX HOLLOW SCHOOL

2012-13

Grades PK-6

## ALPINE DISTRICT

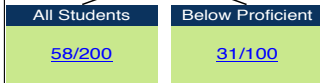
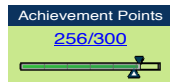
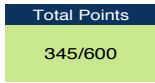
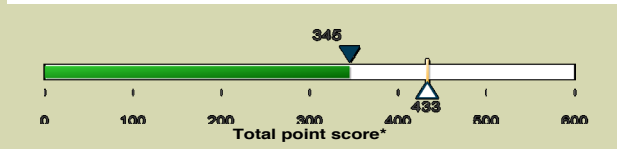
Grades Tested: 03-06

- ▶ **Address:**  
1450 W 3200 N  
LEHI, UT 84043
- ▶ **Phone:** (801) 610-8706
- ▶ **Principal:** Darrin Johnson
- ▶ **Number of Teachers:**
- ▶ **Enrollment:** 1114
- ▶ **Minority:** 117
- ▶ **English Learners:** 3%
- ▶ **Low Income:** 29%
- ▶ **SWD:** 10%

[Additional Information](#)



### School Performance



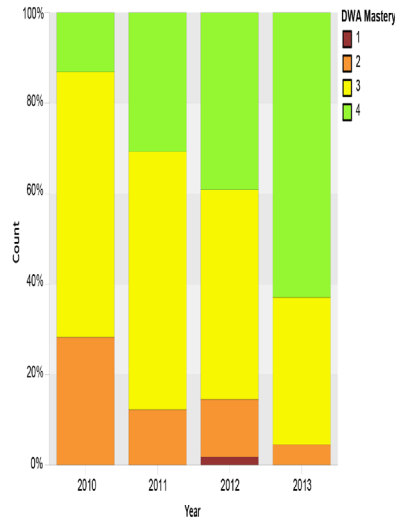
\* Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.  
 † School received 0 points because they did not meet the 95% participation rate requirement.  
 ‡ For schools with insufficient students in the Below Proficient group, the entire Growth score is based on the performance of all students.

	2010	2011	2012	2013
<b>Language Arts</b>				
Fox Hollow	81	80	83	85
District	81	83	85	85
State	78	78	80	80

	2010	2011	2012	2013
<b>Math</b>				
Fox Hollow	77	80	85	84
District	79	82	84	83
State	73	76	77	78

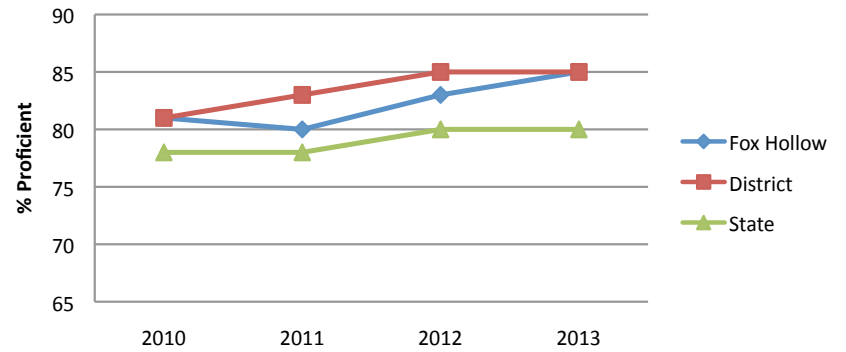
	2010	2011	2012	2013
<b>Science</b>				
Fox Hollow	78	75	81	83
District	76	78	80	80
State	70	71	73	74

### Direct Writing Results for Fox Hollow

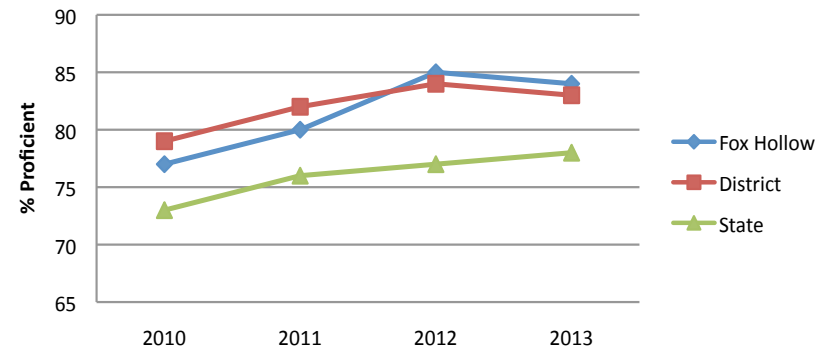


95% of our 5th Graders Passed the Direct Writing Assessment Test administered in the Spring.

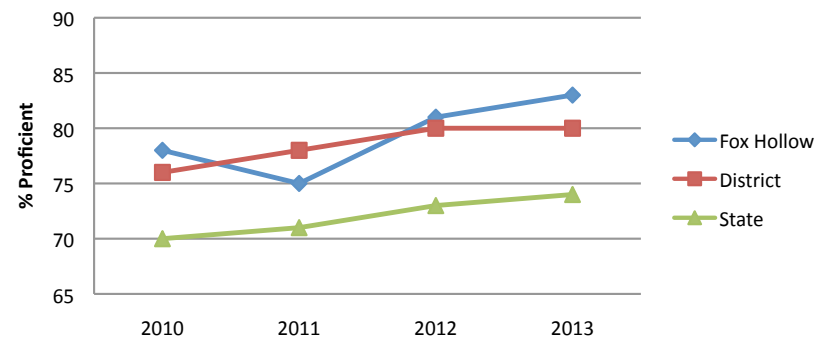
### Language Arts



### Math



### Science



## 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.

## 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:

We read as a class (whole group) as well as in small groups (of 3-5 students). 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:

This summer our team collaborated to create 9 in-depth lesson plans that will increase the writing skills of our students. We wrote a beginning of the year, middle of the year and end of the year lesson plan for the three writing standards in second grade. These standards include informative, persuasive, and narrative writing. These lessons build on one another and become more difficult as students grow into better writers.

### 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 and given tasks which go beyond the objectives and help extend their learning.

#### **Spelling/Vocabulary:**

Using student data from a pre-assessment given at the beginning of the year we group students 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. Alternating weeks 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: 1.) Double Dose 2.) Extensions, and 3.) 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.

