

JANUARY
2012

Foothill Elementary School

Stakeholder Report 2011-2012

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SPECIAL POINTS OF INTEREST:

- Our Test Scores
- School-wide Reading Program
- Service Learning
- Student Recognition Programs
- Academic Diversity

FOOTHILL FACTS

Established in 1999

Ranked Best Elementary in Utah County

School Motto:
"Exploring the Possibilities"

School Mascot is Foothill Phil the Explorer

17 Teachers Hold Multiple Teaching Endorsements

The Faculty Holds the Following Degrees: 30 Bachelors; 7 Masters; 1 Doctorate

Building a Community of Learners



With the many choices available in education today, we realize how privileged we are to you have chosen Foothill for your students' educational experience. We are confident you and your student(s) will be pleased with your choice. We would like to present to you this Annual Stakeholder Report from Foothill Elementary for the 2011-2012 school year.

This Stakeholder Report contains our Annual Yearly Progress (AYP) required under the No Child Left Behind Act (NCLB) and Utah's UPASS accountability system. We are proud to report that Foothill passed both AYP and UPASS for the 2011-2012 school year. This means that Foothill passed all goals set by the State in every area in Math, Science, and Language Arts (English) in all evaluation areas.

As Foothill Explorers, our faculty consistently rally around our mission statement that declares that we are "Inspiring a passion for learning. Exploring the Past, Discovering the Present, and Creating the Future." Using this mission statement to focus our efforts, the Foothill community, in preparation for this school year selected the theme of "Exploring the Possibilities in Building a Community of Learners." At Foothill we are academically diverse as we offer

educational opportunity to all learners across the spectrum from Life Skills to Accelerated Learning Lab students. This year it is our desire to continue to differentiate our instruction by providing all students access to learning — thus, the idea of a building a community of learners. As our picture illustrates, we have rolled up our sleeves, donned our hard hats, and slipped on our safety vests ready to build the best education possible for your students.

This report is intended for use by students, parents, teachers, staff, community members, and all others who have a stake in the success and vision of Foothill. We invite you to unite with us as we strive to "Explore the Possibilities in Building a Community of Learners" for our students.

- Dr. Vallen Thomas, *Principal*

Collaboration At Work

Each Monday, teachers work collaboratively in meetings focused on student learning. They work in grade level teams using the resources of our data collection programs and our school-designed common assessments. In these meetings, teachers are guided by four questions:

1. **What do we expect students to learn?**
2. **How will we know what students have learned?**
3. **How will we respond to students who are not learning?**
4. **How will we respond when students already know it?**

These four questions provide a framework for analyzing data, developing learning benchmarks, and implementing strategies focused on student learning. Through this process, our teachers are able to identify strengths as well as areas of needed improvement. For example, our school goal to raise our Language Arts scores to 93% was largely accomplished during our collaboration time on Mondays. In these meetings, we unpacked the elementary core standards and developed a scope and sequence to teach writing and reading. Those efforts have led to cross-grade level instruction that has strengthened student learning. This Stakeholder Report reflects not only this collaborative work but some of the progress that has been made towards our goals for continuous improvement.

What is Great About Foothill?



**Wheel of Fortune
Winners**



Lunch with Principal

Student Council



Great Teachers & Students



Often parents, teachers, and students are asked, “what is great about your school?” So, we have compiled some unique points about what we feel makes Foothill a GREAT school:

Academic Achievement

- School-wide Reading Program — see the story on page 3.
- High Achievement Scores — see the stories on page 3.
- Math Support: A program targeted at building specific math skills based on student need.
- Home Reading Library: A joint effort with our PTA started this year for students to take home level appropriate books to build students’ capacity to read.

Celebrating & Building the Student

- Wheel of Fortune: Student recognition program that celebrates academics and citizenship.
- Dr. T’s Readers: Student book club sponsored monthly by the principal.
- 4th Annual Spring Run-Off 3K Race: Promoting student fitness and raising funds for the school.
- Lunch with the Principal: Students honored by celebrating success with the principal over lunch.

Academic Diversity

- Life Skills: Specialized classes for students with learning disabilities.
- Accelerated Learning Labs: Classes designed for students with accelerated learning capabilities.
- Behavior Management: Nine week course for students with behavioral concerns in the district.
- Knowledge Bowl: An academic competition that tests student’s knowledge of science, arts, & history,

Fine Arts — Forming Well-rounded Students (see www.foothillarts.org)

- Visual Arts Program: PTA volunteers assist teachers in instructing students in various art techniques.
- Performing Arts Programs: Partnership with our PTA /teachers which includes two choirs and a beginning orchestra.

Service Learning — Pouring the Foundations of Leadership

- Student Council: Training 25-30 of our sixth grade students in leadership service skills.
- Food Drive: Annual competition to raise food for the Utah Food Bank.
- Penny Wars: Students raise funds for Primary Children’s Hospital & Quarters for Christmas.
- Recycling Program: We collect aluminum cans and paper to help the environment .

School Community Council

The main function of the School Community Council (SCC) entails developing the school improvement plan, and allocating \$25,406 Trust Lands funds to support the plan. Our plan is related to our school goals of increasing our reading and math scores. The funds which have been spent have been used for our school-wide

reading program, math supports, and for providing teacher professional development. Additionally, the Council also has the responsibility for developing a safe walking plan for the school.

The Council serves as a liaison between the school and our patrons. Members of the Council consist of four elected

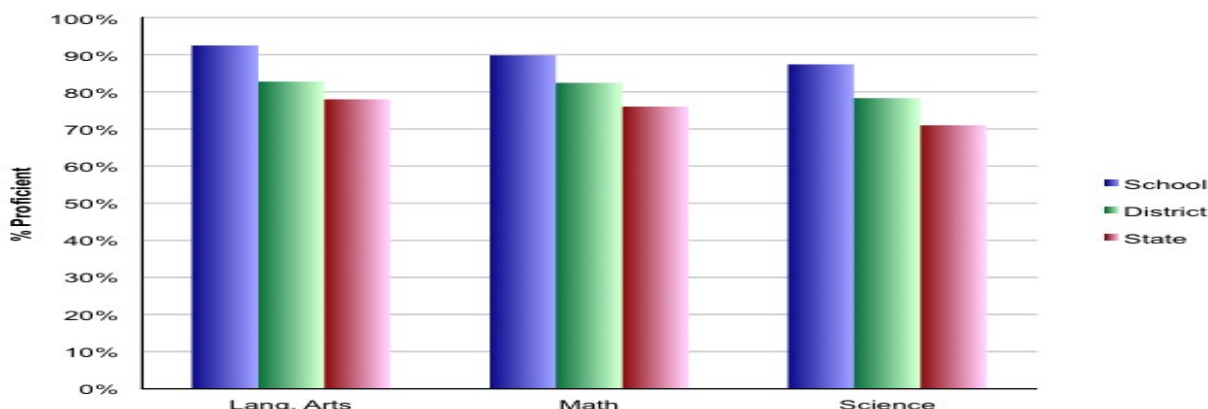
parent positions, two elected school personal positions, and the school principal. All members serve a two year term. We encourage you to share any concerns/questions to our current Council members: Kristin Davenport, Aerwyn Whitlock, Cyndi Madsen, Jamie Robinson, Julie Gurr, Kristi Graham, and Dr. Thomas.

“Exploring the Possibilities in BUILDING a Community of Learners.”

Overall Strong Academic Tradition

Foothill Elementary has a long history of maintaining high academic standards, as indicated by our yearly state Criterion Reference Tests (CRTs). We continue to surpass both state and district averages in all three testing categories. Our high academic accomplishments is due in part to the fact that each grade level meets every week during collaboration to ensure academic growth for all students, and also because of the amazing parent and community support we receive throughout the year.

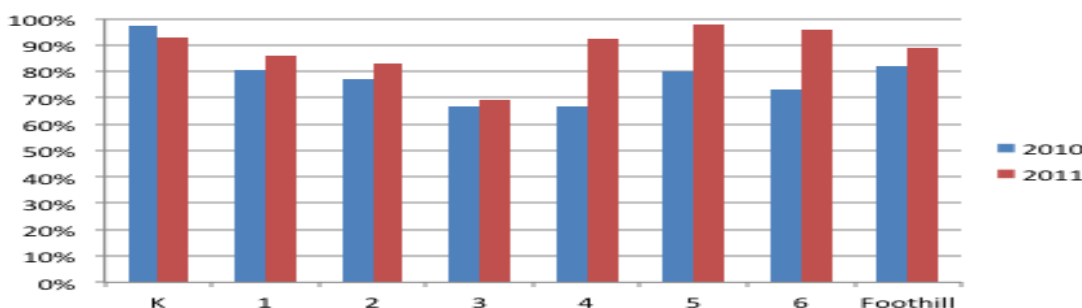
Foothill 2011 CRT Scores - Leading the Pack



- Language Arts:** It is through our school-wide reading program that we have seen great successes with our students gaining a mastery of reading concepts (see more of the story below). This past year the faculty has doubled their efforts to improve writing instruction; and particularly in our fifth and sixth grade classes where we lead the district with the top Language Arts scores!
- Math:** Foothill Math scores have continued to improve over the years as we examine the data and target specific areas of need. The last four years we have implemented a balanced approach to Mathematic instruction. This balanced approach offers students both conceptual understanding and computational accuracy. With a concerted effort by the faculty, we have developed various re-teach programs to ensure that students increase their understanding of Math concepts.
- Science:** While we continue to score well above state and district averages in Science, we are exploring ways at doing even better. Each grade level has designed a method to teach part of the scientific process and spiral their curriculum to assist all students in transitioning to the following year. Classes will continue to provide an interactive approach to increase the student's understanding of key science concepts.

Reading Scores Increase!

DRA Percent of Students at Benchmark —Foothill #1 in District in 2011!!



In Alpine School District, we measure our progress in reading by administering the Direct Reading Assessment (DRA) three times a year. We are proud to announce that we have surpassed our goal and lead the Alpine School District in students reading at grade level (benchmark) and beyond! How do we do it? We are in the fourth year of our school-wide reading program. This model helps us to serve the needs of all children; ranging from those at-risk readers to advanced readers who need more of a challenge.



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Foothill Elementary Home of the Explorers

INCREDIBLE PARENT SUPPORT

A great school is not great without the support of the best parents! There are many ways parents can become involved through volunteering in our PTA:

Fall Festival
Art Program
Red Ribbon Week
Student of the Week
Teacher Grants
Reflections Contest
Book Fairs
Spelling Bee
Tutoring
Teacher Appreciation
Knowledge Bowl
Room Parent
JAZZ Reading Incentive Program



In the last year our parent volunteers donated over 3,450 combined hours to the children and teachers of Foothill!!!

Foothill Four

1. Courage

"We live in a world
of possibilities...
When we believe it,
we'll see it."

- Dewitt Jones



4. Respect

2. Courtesy

3. Responsibility