U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Raylene Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Chapel Hill Elementary School
(As it should appear in the official records)

School Mailing Address 3220 NE 67th Terrace
(If address is P.O. Box, also include street address.)

City Gladstone   State MO   Zip Code+4 (9 digits total) 64119-1542

County Clay County

Telephone (816) 321-5040   Fax (816) 321-5041

Web site/URL http://www.nkcschools.org/ches   E-mail raylene.walsh@nkcschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Paul Kinder   E-mail superintendent@nkcschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Kansas City Schools   Tel. (816) 321-5000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Joe Jacobs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   21 Elementary schools (includes K-8)
   (per district designation):   5 Middle/Junior high schools
                                        4 High schools
                                        0 K-12 schools

                                        30 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	43	32	75
1	45	33	78
2	42	57	99
3	48	44	92
4	34	47	81
5	47	54	101
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	259	267	526

4. Racial/ethnic composition of the school:

    1 % American Indian or Alaska Native
    6 % Asian
    11 % Black or African American
    9 % Hispanic or Latino
    2 % Native Hawaiian or Other Pacific Islander
    64 % White
    7 % Two or more races
    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	25
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2014	546
(5) Total transferred students in row (3) divided by total students in row (4)	0.125
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 9 %
    46 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bosnian, Chuukese, Creoles, Pidgins, Dinka, English, Igbo, Philippine, Pohnpeian, Russian, Somali, Spanish, Swahili, Tagalog, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 40 %
    Total number students who qualify: 204

8. Students receiving special education services: 4 %
    22 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

3	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
2	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	5	Developmentally Delayed

9.   Number of years the principal has been in her/his position at this school: <u>23</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>23:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
     Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
     Yes <u> </u>   No <u>X</u>

     If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Chapel Hill community believes that all students, when provided with a safe environment, appropriate instruction, adequate time, and sufficient resources can learn and will learn.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Established in 1961, Chapel Hill is one of the 21 elementary schools in the nationally accredited North Kansas City School District. We are proud to be a neighborhood school and an integral part of the community. Since its establishment, the building has been remodeled several times, evolving with its growing and changing student population. In the past 25 years, our minority population has increased from 2% to 36.9%. Our free and reduced lunch population has increased from 4.3% in 1992, to 30.1% in 2009, and to 40.02% in 2015. Chapel Hill's diverse population consists of 526 students in kindergarten through fifth grade. Our student population is 5.5% Asian, 2.3% Pacific Islander, 1% American Indian, 10.8% Black or African American, 9.1% Hispanic or Latino, 7.2% multi-racial, and 64.1% White. Our 46 English Language Learner students represent more than 16 countries and 17 languages, and 8.7% of students speak English as their second language.

Even with our rapidly changing student population, our highly experienced staff works diligently to maintain a high level of achievement. Our staff has an average of 10.5 years of experience, with 60.2% holding advanced degrees. Five Chapel Hill teachers are English Language Learner certified. Former Superintendent Dr. Todd White stated, "What I have come to appreciate is the ability of our teachers to ensure that they know every one of their students and that they work diligently to meet their individual needs. No excuses. There's an attitude of 'wherever you come from, whatever you do, we are going to take care of you.'"

We offer many types of support to meet the diverse needs of our student population. Students receive English Language Learner services, reading support, gifted education, Drug Abuse Resistance Education (DARE), Special Education services, math enrichment, tutoring, summer school mastery and enrichment classes, and access to a full-time school counselor and school nurse. In addition, students have the opportunity to participate in many extracurricular activities, including Running Club, Tennis Club, Cursive Club, Girls on the Run, Chess Club, Honors Choir, Strings, Lego Club, and Learn to Swim program. Students develop leadership skills by participating in Student Council, becoming student ambassadors, serving as book buddies, and working with teachers as volunteers.

Chapel Hill staff establishes procedures and routines with students beginning on the first day of school. It is our belief that students can only be successful academically when they understand the structures and processes in place in their classrooms. The entire school utilizes consistent rules for the hallway, cafeteria, restroom, and playground. These are communicated using a common language and simple acronyms, and are posted throughout the building. Our recess rules and procedures are communicated to students through a teacher-created video, which is revisited as necessary for reinforcement. Each grade level's behavior plan is followed throughout the building. In addition, a school-wide "Paw Program" promotes positive class behavior.

Academic structures and routines are also explicitly developed within the classroom. Teachers devote time to set expectations and develop student stamina, following the organization of our workshop model. Classroom schedules are consistent among grade levels, preserving appropriate blocks of time for core instruction and facilitating grade-level collaboration. In addition, support services are scheduled to align with classroom schedules. We follow the motto of our principal, Raylene Walsh, who says, "Work smarter, not harder." Our focus on structures and procedures stems from her leadership and vision. Ellen Harris, a district ICLE (International Center for Leadership Education) coach stated, "I have worked in many, many schools across the country and I must say this school has to be one of the best run schools I have ever been in. The staff is truly acting and working as a team; the principal is the most amazing woman I have met in my travels, her attitude, her direction, and love of the job, and her common sense in dealing with various issues have created a school environment that is outstanding in so many ways."

Chapel Hill's school motto is "Success for all – all children can learn and will learn." Students take ownership in this motto each day when they recite the Chapel Hill Creed, "As a member of Chapel Hill, I feel good about myself and care for those around me. I know I am responsible for my own behavior. I can learn and I will learn. I will succeed."

This is our mission statement, which summarizes our commitment to continuous improvement. "The Chapel Hill community believes that all students, when provided with a safe environment, appropriate instruction, adequate time, and sufficient resources can learn and will learn. It is our expectation that all students will master Missouri Learning Standards at each grade level. We are committed to fostering a climate that encourages diversity of thought, innovation, and a global perspective to support the development of well-rounded, productive citizens in an ever-changing world."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Chapel Hill, we implement the North Kansas City School District's (NKCSD) curriculum, which is aligned with the Missouri Learning Standards and is articulated through Instructional Alignment Guides (IAG) and Units of Study (UOS). These tools are utilized by grade-level Professional Learning Teams (PLT) to plan for instruction and pacing that meet the unique needs of our students. Every staff member is part of an academic committee (math, reading, writing, spelling, science, social studies, climate/behavior) that is vertically structured with a representative from each grade level. These committees meet as needed to evaluate and revise school-wide academic goals and programs.

Chapel Hill has implemented a workshop model for reading instruction. Within this model, teachers ensure high expectations through a consistent format. Direct instruction based on the standards is delivered through a focus lesson. Students demonstrate their understanding of the learning goal by verbalizing "I can" statements. During independent reading time, students apply the skills from the focus lesson using self-selected books on their independent reading levels. All classrooms have leveled classroom libraries, with books that support students' needs and interests. Teachers have created electronic notes, rubrics, and focused questions to guide their conferring. During student conferences, teachers individualize instruction and guide students in setting goals, based on their specific needs. At the end of each workshop session, students participate in share time, where they verbalize their understanding of the teaching point.

In addition to daily reading instruction using our workshop model, students participate in guided reading lessons that are designed to meet the needs of their specific reading behaviors. Teachers group students according to reading level, as measured using the Fountas & Pinnell Benchmark Assessment System. These lessons are conducted in a small group setting, both in the classroom and with reading support teachers. Groups are continuously monitored and adjusted throughout the school year based on current reading levels, student assessment data, teacher conferring notes, and progress/strategic monitoring results.

Writing instruction at Chapel Hill also follows our workshop model. Teachers conduct focus lessons using published mentor texts, teacher-created texts, and student exemplars. During independent writing time, students write about topics of their choice within the focus genre. Students use a variety of writing tools, including writer's notebooks, various paper formats, and student MacBook Air computers. As with reading, teachers have created electronic notes and rubrics to guide their conferring. These notes and rubrics are used by teachers and PLTs to guide and modify instruction. During share time, students demonstrate to one another how they applied the teaching point to their own writing. Student writing is collected four times per year to include in each student's individual writing portfolio, which reflects progress from kindergarten through fifth grade. Class writing celebrations are held at the end of each writing unit, giving students the opportunity to view each other's work. In addition, each grade level invites families to an annual writing celebration.

Math instruction focuses on building number sense and developing lifelong strategic problem-solving skills. Mental math is developed during a short, daily Number Talk routine in all grade levels, where students communicate their thinking and justify their strategies to solve basic computation problems. Number Talks promote computational fluency, mathematical discourse, strong number sense, and flexible strategy use. The recently adopted Everyday Math resource provides research-based instructional activities to support the Missouri Learning Standards and is aligned to the district curriculum. ConnectEd, the online component of Everyday Math, provides opportunities to integrate technology into math instruction. Teachers supplement instruction based on student needs for mastery, remediation, and enrichment. Grade-level math fact fluency programs support the development of foundational skills that are applied to higher-level mathematical thinking.

Science and social studies are integrated into the reading and writing curriculum, helping students apply reading and writing skills meaningfully. PLTs analyze science and social studies standards to identify mentor texts that support the standards. In addition, teachers collaborate with our library media specialist to

develop lessons that incorporate research and inquiry. Grade-level field trips are aligned with science and/or social studies standards, offering students real-life application and understanding of the world around them. Junior Achievement volunteers from the community teach grade-level social studies standards as well.

2. Other Curriculum Areas:

As stated in our mission statement, "We are committed to fostering a climate that encourages diversity of thought, innovation, and a global perspective to support the development of well-rounded, productive citizens in an ever-changing world." We accomplish this task by providing our students with meaningful learning experiences that extend beyond general classroom instruction. All students at Chapel Hill participate in visual art, vocal music, and physical education (P.E.) classes for one hour each week. Health class is provided for 30 minutes each week as well. Our encore teachers work closely with the classroom teachers to align instruction, and follow the focus lesson structure from our literacy workshop model in their classrooms. Encore teachers collaborate monthly to refine their implementation of the focus lesson structure and incorporate Missouri Learning Standards into encore lessons at each grade level.

Visual art teachers weave together art and core classroom objectives. For instance, primary students illustrate their writing from the classroom, practice visual storytelling, and work on using Native American picture symbols. Intermediate students design 3-D structures with persuasive advertisements and use fractions and multiple lines of symmetry in quilt design. Intermediate students also tackle art challenges for which they must problem solve and brainstorm many solutions. Our art teachers consistently incorporate mentor texts into their lessons, supporting the literacy development of students.

Vocal music teachers incorporate social studies and literacy concepts into their lessons while teaching basic music foundational skills and concepts, according to the Missouri Learning Standards. In addition to attending vocal music class and preparing for annual grade-level performances, students have the opportunity to participate in other music experiences, including the fourth- and fifth-grade honors choir and fifth-grade strings program. These experiences support the development of performance skills and self-confidence in all students.

P.E. classes teach students to value an active and healthy lifestyle. Students learn games and activities that develop teamwork, sportsmanship, and problem-solving skills. Where appropriate, P.E. teachers embed math and literacy concept review into their activities. In health classes, students learn about a variety of age-appropriate topics, including nutrition, safety, the human body, and making healthy choices.

Our school counselor visits first- through fifth-grade classrooms for a 30-minute lesson every other week. In addition to their weekly counselor lessons, kindergarten students receive social skills instruction from the school community resource specialist for 30 minutes each week to build social skills and relationships. Counselor lessons focus on three general areas: academic development, personal and social development, and career development. Student/teacher referral sheets for individual sessions and guidance curriculum determine the programming needs of all students. Counselor-led lunch groups develop social and problem-solving skills. Our school counselor's guidance curriculum helps to ensure that the social and emotional needs of all students are met.

Our library media center is the informational hub of our school. Students have access to thousands of books that are available for checkout, as well as magazines, newspapers, and computers with online research databases. Each class participates in a weekly checkout, and students may attend open checkout on a daily basis, which encourages the development of lifelong readers. One parent stated, "I love how there is a strong emphasis on giving all students access to check out books any day of the week." Chapel Hill has the highest book circulation in the district each year, with 51,655 books last year. Each grade level encourages library use through at-home reading programs. Grade-level PLTs meet with the library media specialist every six weeks to collaboratively plan media center instruction. These lessons are flexibly scheduled to align with classroom curriculum and pacing.

As we work to support 21st century learners, Chapel Hill has embraced a new model for technology integration. With the acquisition of 210 student MacBook Air computers, we are nearing a 2:1 ratio of

students to computers. In addition to two scheduled computer lab times per week, teachers routinely check out computer carts for collaborative and independent student use in the classroom. Technology integration in the classroom supports the core curriculum through the application of research databases, curriculum software, skill-focused websites, publishing software, and other programs that are aligned to Missouri Learning Standards. Students are challenged to problem-solve and extend their thinking using technology as a platform for their learning. Students have access to district-provided learning links, research databases, and teacher websites. Teachers strategically plan technology experiences to maximize educational value.

3. Instructional Methods and Interventions:

The Chapel Hill community believes that all students, when provided with a safe environment, appropriate instruction, adequate time, and sufficient resources can learn and will learn. In order to accomplish our mission, we utilize a three-tier approach to instruction. Data is consistently collected throughout each tier to make programming decisions.

All students are involved in strong core instruction (Tier 1), in which teachers make instructional decisions based on student needs in the regular education classroom. Our workshop model facilitates differentiation based on mastery. Daily conferring notes and formative assessments guide lesson planning for whole group, small group, and individual teaching sessions. Classroom teachers share plans with support staff through a comprehensive weekly plan sheet, ensuring alignment of instruction.

In addition to core instruction, Tier 2 interventions are provided at least 3 days per week for 15 minutes for students who need more targeted support. Examples of Tier 2 interventions include explicit small group instruction, guided reading, speech and language interventions, Animated Literacy, Leveled Literacy Intervention (LLI), FasttMath, Explode the Code, and Touch Math. Classroom teachers conduct most Tier 2 interventions to keep students in their classrooms as much as possible. However, in an effort to pair students who have the highest level of need with the most qualified teacher, students with the most significant reading challenges receive small group instruction with our reading specialists.

When students are showing insufficient progress in Tier 2, our data team develops a plan for more intensive interventions (Tier 3). These focused instructional programs are implemented 4-5 days per week for 30 minutes. Examples of Tier 3 interventions include iReady, Reading Mastery, and Saxon Math. Students who benefit from Tier 3 interventions continue this programming. Students who do not show progress from Tier 3 interventions begin the special education referral process.

For students who qualify, our English Language Learner (ELL) teacher provides additional support for language acquisition. Our ELL teacher follows the district's UOS for Readers and Writers Workshop, either "pushing in" to classrooms or pulling students out for more intensive support. In addition, four of our classroom teachers are ELL certified, embedding support for ELL students in the regular classroom.

The SAGE (Students in Academically Gifted Education) Program is designed to challenge and support gifted students. It provides curriculum and educational activities to meet the academic, social, and affective needs of gifted students at levels commensurate to their abilities and interests. Students are encouraged to become independent learners and decision makers who recognize their potential and responsibilities in a global society. Currently, 30 Chapel Hill students are enrolled in the SAGE program.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Consistent data analysis occurs at Chapel Hill and is key to our students' high achievement. Teachers use daily informal assessments and common formative assessments (CFA) to differentiate instruction, provide specific and immediate feedback to students, and make instructional decisions. In addition, frequent running records are used to continuously evaluate student placement in guided reading groups.

Weekly grade-level PLTs analyze data using pre-assessments, writing samples, reading rubrics, conferring notes, CFAs, district benchmark assessments, and end-of-unit assessments. Our teaching and learning coach (TLC) participates in and guides PLT data analysis in all grade levels, providing input about effective and

efficient strategies and modifications that are being used throughout the building.

Standardized assessments in reading and math are administered tri-annually. These assessments include Fountas & Pinnell Benchmark Assessment and AIMSWeb Curriculum Based Measurements. Data is reviewed by teams to identify student intervention needs. Each team includes teachers, the principal, school psychologist, ELL teacher, speech and language pathologist, resource teacher, and reading support teachers. Students who score below the 25th percentile, according to national norms, are given more intensive interventions and are progress-monitored to determine effectiveness.

In grades 3-5, students are given reading and math district benchmark assessments tri-annually. From these assessments, teachers complete a Data Analysis Protocol to monitor student mastery of the Missouri Learning Standards and determine strengths and areas for continued growth. Students use this information as an internal motivator by tracking their progress. This protocol is also used by our PLTs to collaboratively plan instruction and reteaching.

Each spring, intermediate students take the Missouri Assessment Program (MAP) test. Data from this assessment is reported in the fall and is used to measure mastery of Missouri Learning Standards. Currently, the super subgroup performance at Chapel Hill is nearly commensurate with school-wide performance. During the 2014-2015 school year, the percentages of students scoring advanced and proficient are as follows:
Compared to the state's score of 59.9% in English Language Arts (ELA), Chapel Hill grades 3-5 scored 89.7% and the super subgroup scored 87.1%.
Compared to the state's score of 45.3% in Math, Chapel Hill grades 3-5 scored 81.8% and the super subgroup scored 74.2%.
Compared to the state's score of 56.2% in Science, Chapel Hill grade 5 scored 77.9% and the super subgroup scored 72%.

ELL students take the ACCESS (Assessing Comprehension and Communication in English State-to-State) test annually to identify their language proficiency level. Teachers use ACCESS test reports to modify instruction to meet the needs of ELL students as they progress through the levels of language proficiency.

Data is communicated to families in a variety of ways, including midterms, fall and spring conferences, frequent individual teacher/parent contact, progress reports, individual skill mastery checklists, intervention letters, quarterly Individualized Education Plan (IEP) progress reports, and through annual IEP review meetings.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Every morning, Chapel Hill students recite the school creed which ends with, "I can learn. I will learn. I will succeed." This motto clearly represents the high expectations of Chapel Hill. Morning announcements are read by fifth-grade students and include student academic and behavioral accomplishments, birthdays, and attendance award winners. Weekly grade-level attendance award winners earn a prize. Our school-wide "Paw program" gives whole-class positive reinforcement for behaviors that promote learning outside of the classroom. Each grade level's behavior plan is consistently followed by the whole staff and includes opportunities for students to be rewarded for good behavior and school citizenship. These opportunities for positive recognition greatly reduce the need for disciplinary consequences. In the 2014-2015 school year, there were only 7 office referrals and 2 after-school think periods.

Staff members are diligent about being advocates for all students. Teachers recognize students for achievements through daily morning announcements. All student birthdays are honored with a birthday book. Students are members of smaller communities within Chapel Hill, such as Running Club, Tennis Club, Cursive Club, Girls On the Run, Chess Club, Honors Choir, Strings, Lego Club, and Learn to Swim program. These clubs are led by teacher volunteers who are dedicated to student success. Select fifth grade students also have the opportunity to serve as ambassadors, assisting the school in a variety of areas, including new student tours, Kindergarten Orientation, and various school projects. Parents are pleased with the opportunities offered to students at Chapel Hill. One parent stated, "Teachers have taken an interest in our kids' education and well-being, in and out of school."

Chapel Hill teachers are actively involved in the decision-making process. One teacher stated, "There is a strong sense of community and collaboration. Staff is well supported and there are many procedures and policies in place to communicate effectively among the staff and with the families. The support for teachers and families is exceptional." Teachers share ideas and support each other through weekly PLT meetings. One member from each grade level and encore PLT is a representative at our monthly site council meetings, allowing vertical collaboration regarding school operations and instruction. Academic committees are comprised of one member from each grade level, as well as special area teachers when appropriate. Our TLC models lessons, researches standards, and supports teachers as they implement best practices. Teachers frequently seek her expertise when planning instruction. Feedback from walkthroughs at the district and building level, shows teachers how much their hard work and professionalism is valued.

2. Engaging Families and Community:

Families have many opportunities to participate in academic and social events at Chapel Hill. Before school begins, families are invited to visit the school for Meet the Teacher Night. In addition to meeting their teachers, families learn about PTA volunteer opportunities and extracurricular activities available to students. Our PTA Fall Round Up/Literacy Night is an opportunity for students and families to visit the school together, learn about our literacy model, and participate in a carnival. In the fall, 100% of families attend parent/teacher conferences. We hold student-led conferences in the spring. Grade-level writing celebrations invite families to see writing projects completed by students throughout the year.

The school communicates with families in a variety of ways. Individual staff members send out weekly newsletters to parents and families outlining current learning and important information. Teachers also submit "good phone calls home", where the office calls families to congratulate students for their accomplishments. In addition, the school sends out a monthly newsletter summarizing grade-level learning and upcoming activity information. This helps to foster collaboration and a sense of community among the staff members and stakeholders.

We work closely with our business partners: Gladstone Rotary, Pizza Ranch, and Hy-Vee. These community partners provide support for events and activities that promote school improvement and student

success such as field trips, rewards for academic progress, and supplies for special programming. Our district's partnership with the Gladstone Community Center is utilized during our Day With the Author program, during which fourth- and fifth-graders read and respond to books, earning the opportunity to spend the day with a published author.

Volunteers from the surrounding community are integral to the success of our students. A+ students from district high schools serve as positive role models as they tutor Chapel Hill students. Our 86 YouthFriends are parent, community, and staff volunteers who work with individuals and small groups in the classroom, as well as volunteer in the library and chaperone field trips. Our Senior Tax Exchange Program (STEP) volunteers are senior citizens who work one-on-one with students. Local law enforcement engages with fifth-graders in the Drug Abuse Resistance Education (DARE) program, promoting healthy lifestyle choices. Junior Achievement volunteers teach lessons about our community and its leaders. Tri-County Mental Health Services has a partnership with our district, providing medical and emotional support for families. The Clay County Health Department provides dental education and screening for our students. Our Girls on the Run coaches are volunteers from around the community who donate their time to help build self-confidence and friendships among team members.

3. Professional Development:

The development of lifelong learners at Chapel Hill applies not only to our students, but also to our staff. Teachers participate in district-provided monthly modules to refine instruction and ensure fidelity to the district's expectations. The building TLC presents these modules, giving teachers opportunities to collaborate vertically and apply the information to the school's specific needs. Teachers implement new ideas from the modules and reflect on their impact during weekly PLT meetings with the TLC. Coaching cycles, offered by the TLC, enhance professional growth as well as student achievement by providing a scaffolded instructional model. During coaching cycles, the TLC and teacher work together to meet specific goals.

In addition to professional development sessions, there are many opportunities for Chapel Hill staff to refine their individual skills. Teachers are invited to periodic sessions led by consultants such as Matt Glover (Writers Workshop), Ellin Keene (Readers Workshop), and Debbie Miller (Readers Workshop). These consultants model lessons in classrooms across the district. All teachers also have the option to visit demonstration classrooms throughout the year, offering a closer approximation to their own instructional environment. Each summer, four teachers from Chapel Hill attend a week-long Teachers College, which focuses on refining literacy instruction. Two teachers from every grade level participate in Math Solutions, learning how to increase the rigor and relevance of math instruction. This year's Math Solutions training is focused on action research, allowing teachers to target their students' specific needs. When teachers attend unique professional development experiences, they share the information and strategies with their PLTs, which impacts the entire student population.

The New Teacher Cohort Program supports first- and second-year teachers. This district-wide cohort meets monthly and offers opportunities for members to observe veteran teachers, be observed by their mentors, and receive feedback about their instruction. Each new teacher is paired with one of Chapel Hill's veteran teachers as their mentor. Chapel Hill teachers continue to support each other, long after the Cohort Program ends.

Summer Academy and Professional Growth Courses (PGC) are offered as optional professional development to teachers who strive for innovation and improvement. Many Chapel Hill teachers participate, both as teachers and learners. The NKCSD Summer Academy provides differentiated professional development connected to district initiatives. Teachers choose courses to attend during this week-long learning summit. Courses at Summer Academy are led by professional consultants, district leaders, and teachers. PGCs are multi-session courses offered throughout the year by district teachers with master's degrees, which includes many Chapel Hill teachers.

Chapel Hill's mission is to develop lifelong learners, which is evident through our participation in continuous professional development. We believe there is a strong correlation between our student

achievement and the high-quality instruction that results from implementation of research-based strategies and innovative techniques.

4. School Leadership:

Chapel Hill operates under leadership that empowers teachers and promotes student achievement. School leadership is shared among the principal, assistant principal, TLC, our site council (SDM - Shared Decision Making), and academic committees. The SDM committee meets monthly to collaborate regarding school-wide academic decisions and progress on action steps from our School Improvement Plan (SIP). Notes from SDM and academic committee meetings are shared by representatives with their grade-level teams during weekly PLT meetings.

Building leaders monitor classroom instruction for effectiveness through frequent walkthroughs. Celebrations and opportunities for growth are shared with teachers following each of these informal observations. Formal observations are conducted annually using the Performance Based Teacher Evaluation (PBTE) system to document continuous instructional improvement for all teachers.

Our principal makes curricular purchases that are based on the building budget and tied to our SIP. Teachers request classroom materials which are prioritized based on curricular needs. From these requests, our principal maximizes the budget by purchasing high-quality materials that are directly aligned with curriculum, and therefore tied to student achievement. Purchases are made in grade-level increments, allowing consistency among grade levels. For example, texts for classroom libraries are purchased in sets (one per classroom at each grade level), giving students in all classrooms equal access to quality literature.

Teachers are represented in all areas of leadership including SDM, academic committees, and PTA. Our principal has created a culture in which teachers are independent decision makers, driven by the best interests of students. Staff members are self-motivated, implementing ideas to improve ongoing practices and procedures. For example, the SDM committee evaluated and modified the organization of dismissal procedures, creating more efficiency. Also, one grade level evaluated the effectiveness of their spelling program, modifying the skills addressed and the amount of time between lists, based on the needs of students. This curriculum modification was shared vertically, which resulted in other grades re-evaluating their spelling curriculum. Our culture of empowerment creates a climate where teachers enjoy their jobs, feel valued, and make a difference. This high teacher morale naturally creates an environment where students enjoy learning.

Students are empowered to be leaders as well. Fifth-grade students serve as student ambassadors, welcoming new students throughout the year and giving tours of the school to incoming kindergarten families. Student ambassadors help with school initiatives such as United Way fundraisers, Red Ribbon Week, and attendance awards. The library media center utilizes student volunteers to help with book bin delivery and morning computer set up. Older students are paired with younger students as hallway escorts and book buddies. Within all classrooms, students are given classroom jobs and responsibilities, developing lifelong leadership skills.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Chapel Hill's staff motto is, "Go team!" Our commitment to the students is evident to all who visit. One substitute teacher who has worked in many schools stated, "The staff realizes that they must all pull together to succeed. The teachers are not only generous with their students, but with each other, sharing ideas, tools, time and encouragement. It is a staff that understands the value in working as one to achieve common goals and they do this very well." We believe that a strong foundation must be built in the primary grades to ensure success in the intermediate grades. Student success is a reflection of everyone's diligent work.

The high expectations in the building correlate with students' high achievement and continuous improvement, despite the increasing number of at-risk students. Students take pride in their progress, which they closely monitor in their data-tracking binders. One parent states, "I love the high expectations that the children are given, and the support from the staff to reach those expectations. I have two children there and each are different types of learners and I feel that they have both been supported in their learning styles."

Every member of our staff is willing to do whatever it takes to meet school improvement goals and ensure student success. This commitment includes working vertically to increase the rigor and relevance of instruction, modifying current programming to meet the instructional needs of all students, working closely with families to meet students' basic needs, and working in the summer to staff our summer school (XLT) program. Chapel Hill's XLT program is attended by more than 70% of our students, and the majority of the XLT staff is Chapel Hill teachers.

The Chapel Hill staff's level of commitment is self-initiated. Not only are we willing to put in extra effort, but are eager to do so. It is this attitude that drives teachers to voluntarily work outside of contract time, both at home and at school. One teacher states, "Teachers, leaders and students are all united towards the same goal of student achievement. Data, planning, and goals are aligned and ownership of student success is shared by all. Teachers are open to new learning and willing to change in order to improve. The school climate is positive and helpful."

While student achievement is important, the Chapel Hill staff is also committed to building strong relationships with students. Our office staff gets to know every child and his or her family. Behavior incentives often center around spending time with an adult of the student's choosing. Teachers can be found at students' extracurricular activities, at after-school PTA-sponsored events, and volunteering their time leading before- and after-school programs. These strong student-teacher relationships are crucial to the success of individual students and to the school as a whole.

Chapel Hill's high level of commitment is the true foundation to our success. Go team!