

U.S. Department of Education
2017 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 Dr. Branson Bradley

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

Official School Name Fox Hill Elementary School

(As it should appear in the official records)

School Mailing Address 545 N.E. 106 Street

(If address is P.O. Box, also include street address.)

City Kansas City State MO Zip Code+4 (9 digits total) 64155-1502

County Clay

Telephone (816) 321-5000 Fax (816) 321-5091

Web site/URL <http://www.nkcschools.org/page.cfm?p=1770>

E-mail branson.bradley@nkcschools.org

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. Daniel Clemens E-mail Daniel.Clemens@nkcschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Kansas City School District 74 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 Dr. Terry Ward
(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 21 Elementary schools (includes K-8)
 - 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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	43	47	90
1	60	47	107
2	53	52	105
3	48	42	90
4	46	56	102
5	58	47	105
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	308	291	599

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 12 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 10 % 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 2015 – 2016 school year: 13%

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 <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1, 2015	561
(5) Total transferred students in row (3) divided by total students in row (4)	0.130
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 31 %
Total number students who qualify: 185

8. Students receiving special education services: 8 %
49 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.

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

9. Number of years the principal has been in her/his position at this school: 2
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 including those teaching high school specialty subjects	24
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 251:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	95%	95%	95%	94%
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 2016.

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 No X
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 mission of Fox Hill Elementary is to ensure every student achieves his or her unique potential and thrives in an environment of rapid change.

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

PART III – SUMMARY

Established in 1990, Fox Hill is one of 21 elementary schools in the nationally accredited North Kansas City School District (NKCS D). Located just north of downtown Kansas City, NKCS D is home to nearly 20,000 students, employs more than 3,000 full-time staff, and is the 4th largest school district in Missouri. The district encompasses more than 82 square miles, creating a diverse community that the district recognizes and celebrates. NKCS D has a rich history of being a part of the Kansas City Metropolitan area, and Fox Hill Elementary is proud to be a part of this tradition of excellence.

Fox Hill creates a culture that fosters a growth mindset and empowers students and staff to achieve their full potential. The teachers and staff embrace the diverse population of stakeholders who make up the Fox Hill community, and create a climate that is conducive to student learning. Approximately one third of Fox Hill students are identified as low socioeconomic status (SES), receiving free or reduced prices for breakfast and lunch. The diverse student population includes Hispanic or Latino, African-American, Asian, Pacific Islander, Caucasian and Multi-Racial students.

With an evolving student population, our highly qualified staff works diligently to maintain Fox Hill's legacy of strong student achievement. The Fox Hill staff has an average of 14 years of experience, with 65 percent holding advanced degrees. Each staff member is committed to motivating students to love learning and embrace challenges within a rich and rigorous academic culture. As a Professional Learning Community (PLC), Fox Hill optimizes the expertise of each staff member through the use of grade-level Professional Learning Teams (PLT). Each grade-level PLT meets regularly to analyze data, plan action steps, discuss new teaching methods and reflect on previous lessons. In addition to PLTs, staff members meet weekly on early release days to collaborate in vertical and specialized subject area teams. These learning opportunities are facilitated by administrators, Fox Hill staff members and other learning experts from a wide range of backgrounds. Staff also participate in professional development with colleagues throughout the district, as well as with neighboring districts.

All students have the opportunity to participate each day in Encore classes which include physical education, library, art, health, counseling and music. Students participate in one or more of these classes daily to address the needs of a variety of learners. The Special Education department at Fox Hill offers the full spectrum of special education services (resource, cross-categorical, and GOALS) which includes students who are identified with a wide range of disabilities. Students who qualify for Special Education Services participate in all school activities, and the entire school works to offer a variety of learning opportunities for students who are learning and physically disabled.

Fox Hill's strong legacy of community support is summarized in this parent's statement, "Several of the teachers and other staff have become lifelong friends of my family because we are all in this together--building a solid educational foundation for our children. The staff go above and beyond to help foster creativity, responsibility, and success." The Parent and Teacher Association (PTA) supports students and teachers through field trips, fundraisers and staff appreciation opportunities. Through community partnerships, Fox Hill was able to design and create an 18-hole disc golf course which is used by students and community members alike to reinforce admirable sportsmanship qualities. The Physical Education Department was a recipient of the Project Fit America Grant, and designed an area to practice unique physical skills to work towards achieving Gold, Silver and Bronze levels. The school also includes an outdoor learning classroom with a science learning laboratory that is housed in an authentic railroad caboose. This unique learning environment is used by students to learn more about environmental science standards through hands-on activities and learning opportunities. In addition, the caboose is used by local groups such as the Boy and Girl Scouts who offer opportunities for students as young as kindergarten to participate in the Fox Hill Nature Club.

Fox Hill values the strong link between school and community and offers the best educational experiences possible for a diverse group of learners. The school provides a variety of learning experiences to address the needs of all scholars and continues to nurture those needs in an ever changing environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Fox Hill uses the North Kansas City Schools' Instructional Alignment Guides and Units of Study which are tightly aligned to the Missouri Learning Standards. These tools ensure that all students receive rigorous and relevant learning experiences. In each content area, our Learning Standards are supported by essential questions that propel student learning. "I Can" statements such as: "I can locate the reasons and evidence used to support particular points in a text" are posted for each content area and provide a visual anchor for students. Each unit also contains Enduring Understandings (EU) that provide real life application and relevance for students. An example of an EU for 4th grade is: "Students analyze texts for structure, purpose and viewpoint to allow an effective reader to gain insight and strengthen understanding."

Each Fox Hill grade level meets as Professional Learning Teams (PLT) where Units of Study are planned, analyzed and a time frame is established according to student needs. PLTs plan intentional instructional practices that are flexible and varied based on grade level, classroom and individual student needs. Throughout the course of each unit, PLTs meet continuously to review and analyze data collected to monitor and adjust teaching and learning, as well as make instructional decisions to support learning.

Fox Hill has implemented the Workshop Model for reading, writing, math and science instruction. This model offers a consistent structure that ensures every teacher provides students with extensive opportunities for independent practice of skills with immediate feedback to improve learning experiences. Social studies, history and civic learning are woven into the Workshop Model through reading and writing. Reading, writing and math workshops begin with a focused lesson, followed by approximately 40 minutes of independent practice. During this time, teachers are able to confer individually with students or small instructional groups based on student needs. Each workshop ends with a five minute share time for students to verbalize their understanding of the teaching point.

Reader's Workshop occurs daily in the classroom. Teachers use a variety of mentor texts to explicitly teach reading and comprehension standards. In addition to reading workshop instruction, students participate in guided reading lessons that are rigorously designed to meet the needs of individual reading behaviors. Teachers use the Fountas & Pinnell Benchmark Assessment System to group students according to their reading needs. Guided reading groups are continuously monitored and adjusted throughout the school year based on student assessment data, conferring notes and progress/strategic monitoring results. Each Fox Hill classroom also houses a library of books that are leveled for the range of reading abilities and interests that are specific to that class.

Writer's Workshop at Fox Hill is based on the philosophy that each student can develop writing techniques that will enable them to become successful writers. Each unit of study begins with an immersion into the genre with writers examining writing techniques as readers. Students are allowed their choice of topic within the studied genre. Teachers model writing instruction using teacher-created texts, published mentor texts and student exemplars. Students are able to collect their writing ideas, brainstorm and practice writing drafts in their writing notebook. Other writing tools include various paper formats, as well as software available on student MacBook Air computers. At the end of each unit of study, students are able to celebrate their work during classroom publishing parties where students and families are able to read each other's work.

Math Workshop focuses on building number sense and developing permanent strategic problem solving skills. Daily Number Talks are incorporated into each classroom routine to promote computational fluency, mathematical discourse, strong number sense and flexible strategy use. Students are encouraged to communicate as they justify their mathematical thinking and share strategies. The district adopted resource, Everyday Math, provides research-based instructional activities that support the Missouri Learning Standards. Technology is integrated through ConnectEd, the online component of Everyday Math. Teachers supplement instruction based on student needs for mastery, remediation and enrichment.

Science Workshop promotes hands-on experiences through investigations and experiments that are aligned to state and district expectations. Classrooms receive Full Option Science System kits for each unit that provide supplies for students to use for their scientific inquiry. Science and engineering practices are celebrated at the end of the school year with a Science, Technology, Engineering and Mathematics (STEM) challenge project for grades 3-5. Science and social studies standards are cross-curricular and supported by using historical and scientific mentor texts during reading and writing workshop. 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 social studies standards, offering students real-life application and understanding of the world around them.

2. Other Curriculum Areas:

All students at Fox Hill experience a range of vocal and instrumental music, which boosts cognitive and character development, and makes a positive difference in the community. Students in K-5 participate in vocal music twice a week for 30 minutes. Vocal music is highlighted by grade level evening performances bringing parents, staff and stakeholders together. Fox Hill Singers is a voluntary club for grades 4-5 that meets before school. Students perform at holiday community events, school assemblies and participate in a spring performance with other schools under the leadership of middle school and high school choir directors. Strings is an option offered to 5th graders and is taught by a middle school instructor. Strings gives students the opportunity to play the violin, cello, or bass instrument and is taught for 30 minutes twice a week.

Physical Education (PE) is essential in developing the whole child at Fox Hill. Students K-5 anxiously anticipate attending their one hour of PE class each week. Rigorous activities and competition promote exercise in enjoyable ways. Opportunities for success and growth toward a healthy lifestyle are copious and extend beyond the school day. Students are offered before and after school activities such as: Circus Skills, Running Club and Fox Trotters. In addition, Fox Hill students participate in flag football and a Turkey Trot in the fall, winter hockey competitions and spring intramurals that include competition against other elementary schools. Health education connects students with weekly instruction to increase the child's health knowledge, create positive attitudes toward personal well-being and promote healthy behaviors.

Visual art teachers intertwine art and core classroom objectives. Art teachers instruct students in the basic principles and techniques of art, art media and art history while encouraging creativity. These teachers also collaborate with classroom teachers to incorporate social studies and science standards into their lessons. Students are then able to have a visual connection to their classroom learning through their personal art creations. Grade level art is showcased throughout the building and during music performances.

Library lessons follow the Instructional Alignment Guide taught to K-5 students bi-monthly. Students have access to thousands of books that are available for checkout, as well as computers with online research databases. Each class participates in a weekly checkout, and students participate in open checkout on a daily basis, which encourages the development of lifelong readers. Fourth and fifth graders have the opportunity to be involved with Literature Blast which encourages students to read a selected number of award winning books throughout the year. Students involved in Literature Blast complete projects and assessments based on the books they have read then participate in discussions and a culminating celebration. The Literature Blast elevates the students' passion for reading beyond the school day.

As we work to support 21st century learners, Fox Hill embraces a wide variety of technology to enhance student learning. Teachers plan technology experiences to maximize educational value. We are approaching 2:1 ratio of students to computers. Students have access to MacBook Air computers, iPads and a computer lab. The use of research based programs supported by the core curriculum challenges students to problem solve and extend their thinking using programs such as: RAZkids, Study Island, FASTMATH, Everyday Math, Front Row Ed, Epic, district-provided student learning links and teacher websites.

Counseling lessons take place twice a month for thirty-minutes, teaching K-5 students social and emotional skills, academic and career development and solving problems in peaceful ways. One-on-one and small

group instruction is given as needed by teacher and stakeholder request. Student progress is tracked and graphed to determine effectiveness of the lessons and long term results.

3. Instructional Methods, Interventions, and Assessments:

The Fox Hill community believes that all children can and will learn. Our district's mission is: To ensure every student achieves his or her unique potential and thrives in an environment of rapid change. This mission is achieved through a three tier instructional approach. Data is consistently collected and analyzed throughout each tier to make instructional decisions.

Tier 1 instruction happens in the general education classroom where all students receive rigorous core instruction. Teachers use conferring notes, formative assessments, and informative assessments to guide whole group, small group, and one-on-one teaching sessions. Classroom teachers keep support staff informed on current units of study to ensure the alignment of instruction.

Students who are in need of more targeted support receive Tier 2 interventions that are provided approximately 60 to 100 minutes each week in addition to core instruction. Examples of Tier 2 interventions include explicit small group instruction, guided reading, speech and language interventions, Animated Literacy, Leveled Literacy Intervention (LLI), FastMath and TouchMath. Classroom Tier 2 students receiving intervention services are kept in their classrooms as much as possible, but students that display the most significant reading challenges receive additional small group instruction with our reading specialists.

We use Academic Improvement Measurement System (AimsWeb) to progress monitor the growth of students receiving Tier 2 interventions. According to AIMSweb, "progress monitoring is a central component of a response to intervention (RTI) system; it is the frequent and ongoing collection of information about student performance to be able to evaluate the effectiveness of student instruction." Data collected from administering these probes help teachers determine whether students are making adequate progress toward goals and evaluate what measures need to be taken. Part of this decision process includes determining additional resources that meet each student's needs and close achievement gaps.

Our Data Dig team fosters a plan for more intensive interventions (Tier 3) when students are showing inadequate progress towards goals. Instructional programs are administered 4-5 times a week for 30 minutes in identified areas of need. Examples of Tier 3 interventions include iReady, Reading Mastery and Headsprout. Students who are not showing progress in Tier 3 interventions begin the special education process.

The SAGE (Students in Academically Gifted Education) Program offers challenging and rigorous activities to meet the needs of the 29 Fox Hill students who have been identified as gifted. Once a week, these students attend class at the North Kansas City School's Innovation Center where students choose a topic of interest to explore throughout the year. This project-based learning environment serves as a model for student-centered instruction. Students present their year-long learning at an end of the year showcase.

During the 2015-2016 school year, the percentages of students scoring advanced and proficient were as follows:

Compared to the state's score of 62.9% in English Language Arts (ELA), Fox Hill grades 3-5 scored 82.8% and the super subgroup scored 68.9%

Compared to the state's score of 48.6% in Math, Fox Hill grades 3-5 scored 88.3% and the super subgroup scored 80.6%.

Compared to the state's score of 56.2% in Science, Fox Hill grade 5 scored 80% and the super subgroup scored 62.9%

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Fox Hill we follow, “The Fox Hill Way,” which embodies four guiding principles: I am kind; I am respectful; I am responsible; and, I am the best I can be. Peer leaders broadcast this motto on the morning announcements as it is recited by everyone in the building. Each quarter, students are recognized for personifying these traits through classroom celebrations and by having their picture displayed on the school’s Character Wall. By embracing the philosophy of the Positive Behavior Interventions and Supports system (PBIS), we build relationships with students and honor their drive to live by our motto on a daily basis. Students receive acknowledgment for positive behavior by being individually awarded “Fox Dollars,” which can be exchanged for incentives. Likewise, entire classes receive tickets by displaying the four guiding principles in the cafeteria, hallways and all other areas of the school.

The Fox Hill staff supports a positive learning environment by encouraging all school community members in a growth mindset philosophy. Students achieve high levels of learning through goal setting and perseverance. As a community, we believe in the power of “YET.” Individual challenges are reframed to create a mindset that nothing is permanent, but simply something they have YET to achieve. As Bill Gates explains, “I don’t know has become I don’t know YET.”

Fox Hill teachers and staff strive to instill character traits that create persons of integrity and kindness. Teachers design activities that allow students to develop leadership skills while learning the value of hard work, determination, teamwork and how to cope with defeat. Before and after school activities such as Fox Trotters, Literature Blast, Circus Skills, Lego Early Engineer Club, Chess Club, volleyball, basketball, running club, choir, and Nature Club are provided to reach a range of interests. As advocates of all children, staff members are cognizant in meeting the diverse social and emotional needs of students by weaving character skills into daily instruction and interactions.

The community of educators at Fox Hill are united by a mutual level of trust and respect. The expertise of each teacher is valued and supported through opportunities to lead and have input on school-wide initiatives such as Building Leadership Team, Education Camp facilitators and the Behavior Support Team. Administration supports individual teacher needs by prioritizing the budget to provide them with resources that will impact learning. Administration also provides meaningful feedback to promote professional development. This is accomplished through frequent walkthroughs, observations and an open door policy. Teacher commitment to students and hard work is frequently acknowledged.

2. Engaging Families and Community:

Former Fox Hill parents remark, “It is a school culture that values family and has served our own for 20 years. Fox Hill has empowered families within the neighborhoods to ensure that community is a vibrant part of the school, involving stakeholders in numerous opportunities throughout the year. Having that sense of belonging promotes personal commitment and support while building a relationship of trust between home and school.”

Fox Hill values a strong relationship between home and school. We believe the door of communication is opened at the beginning of each year when families eagerly meet their new teachers at Back to School Night. In addition to establishing an initial relationship, this night provides parents with the opportunity to learn about Parent Teacher Association (PTA) memberships and volunteering.

Parent-Teacher and student-led conferences are held twice a year. Throughout the year parents can attend events such as writing celebrations, Veteran’s Day assembly, Revolutionary War Hero Wax Museum, Encore nights, vocal music and strings concerts. We view high attendance at these events as a reflection of how our families value their child’s education and our teacher’s ability to communicate effectively. Staff strives to keep families informed throughout the year via newsletters, School Messenger, various digital apps, phone calls and personal conferences.

In addition, our PTA is a valued member of the school. In PTA meetings, community members are informed of school initiatives, and stakeholders are made aware of how they can support the school. Parents have an active role in the decision making process at Fox Hill, and work together to create the best learning environment possible for students. Support from PTA allows field trips that bring core-curriculum to life outside the walls of a classroom, and helps classroom teachers attain resources to keep learning current. None of this would be possible without fundraisers that are run and organized by our PTA each year such as the School Carnival, School Dance and Fun Run.

Fox Hill embraces the North Kansas City School District strategic plan and ensures students are college and career ready. This is accomplished through business partnerships with Junior Achievement, Platte Valley Bank and the Federal Reserve Bank. These stakeholders present information on financial responsibility and future career decisions our learners may wish to explore. Our School Resource Officer educates 5th graders on making safe choices and approaching difficult social situations they will face as they mature into young adults through the Choices program. A+ volunteers from district high schools serve as tutors and positive role models that encourage our students to uphold high academic standards, while Youth Friends and volunteers from our community provide further academic and emotional support. A legacy of leadership and success can be seen as Fox Hill graduates have gone on to become involved citizens within our society.

3. Professional Development:

The development of lifelong learners at Fox Hill applies not only to our students, but also to our staff. Our teachers stay actively engaged in learning opportunities that support their desire to develop new instructional methods and continue to enhance student learning. Our Teaching and Learning Coach (TLC) supports teachers by providing coaching cycles, instructional strategies and feedback on best practice implementation. Each Thursday, students are released thirty minutes early, allowing staff to meet and collaborate in grade levels, as well as vertically across grade levels.

Once a month, teachers participate in district provided professional development modules that ensure fidelity to the district's expectations and refine instructional practices. These modules are led by our TLC and our administrators who meet monthly to work with other district administrators. During these meetings, district administrators learn and train on current instructional practices, which are presented in district modules.

In addition to professional development sessions, there are numerous opportunities for Fox Hill teachers, administrators and the TLC to maximize their individual skills. Staff are invited to participate in sessions led by consultants such as Sunday Cummins (Guided Reading), Matt Glover (Writer's Workshop), Debbie Miller (Reader's Workshop), and Jeanine Hastings (Math Workshop). These consultants model instructional best practices across the district. Teachers also have the chance to observe demonstration and lab classrooms, which offer a close approximation to their own teaching environment.

Fox Hill teachers seek out additional ways to grow as educators and learners. Each summer, teachers can attend Summer Academy, Teachers College and other learning opportunities. These optional professional development classes provide differentiated instruction in best practices that are connected to district initiatives. Teachers are also able to attend Professional Growth Courses (PGC) throughout the year to learn innovative and improved teaching techniques.

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 mentor and receive feedback about their instruction. Teachers who are new to Fox Hill are paired with a veteran teacher within the school as their mentor. All Fox Hill staff work as a supportive team to develop lifelong learners. This is evident through our continuous professional development opportunities and high-quality instruction.

4. School Leadership:

Fox Hill operates under leadership that empowers teachers and promotes student achievement. Leadership is shared among the principal, assistant principal, Teaching and Learning Coach (TLC) and Building Leadership Team. The BLT meets monthly to collaborate regarding school-wide academic decisions and progress on action steps from our School Improvement Plan. Notes from BLT are shared by grade level representatives with their teams during PLT meetings, gathering input for the School Improvement Plan and academic decisions. Teachers also have the opportunity to participate in Vanguard Teams which gives teachers the opportunity to pilot new instructional technology equipment then lead professional development sessions for other staff members. In addition, teachers also have the opportunity to participate in the district's Superintendent Leadership Institute which allows teachers to develop leadership skills at the building level for a possible future in school administration. The collaboration between administrators and all stakeholders creates an environment which ensures that students are the focus of every decision made.

Building leaders oversee classroom instruction for best practices through frequent walkthroughs. Celebrations and opportunities for growth are shared with teachers following each of these observations. Formal observations are conducted annually using the Performance Based Teacher Evaluation (PBTE) system to document continuous instructional improvement for all teachers. Teachers meet with administrators to discuss the observations and work collaboratively to set goals for instructional practices. This collaborative goal setting is vital to teachers continuing to embrace new instructional methods to further increase student achievement.

A teacher was overheard saying, "Leadership determines attitude." Our principal has created a culture in which teachers are independent decision makers, driven by the best interests of students. This motivates staff to improve ongoing practices and procedures. Staff feel comfortable with an open-door policy, which encourages empowerment and creates a climate where teachers enjoy their job and feel valued. As a result, the culture of empowerment and positive climate permeates throughout the classroom and building, developing trusting relationships and a sense of belonging.

Students are empowered to be leaders and are recognized by serving on Student Council, as peer tutors and Kids of Character. From Missouri State Senator Ryan Silvey, "Fox Hill has a wonderful Student Government Program that teaches the importance of representative government, as well as engaging parents in the process." Students help with school initiatives such as United Way, Fun Run, Soup Drive and Coat and Blanket Drive fundraisers. Within classrooms, students are given jobs and responsibilities, developing lifelong leadership skills.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The teachers of Fox Hill Elementary value the importance of knowing each student as an individual learner. The staff realizes and understands that students have unique social, emotional and academic needs, and strive to meet all needs to address the whole child. A former Fox Hill student said, “I chose to be an educator, in part, because of my formative years at Fox Hill with positive role models setting high expectations.”

Our motto is “Know Our Students.” To start each day on a positive note, Fox Hill set the goal at the beginning of the year that every child would be greeted and welcomed by at least four adults each morning before entering a classroom. A buddy system is in place to hold students accountable for a positive attitude, their attendance and work habits. Teachers and staff demonstrate a loving atmosphere for students, setting high expectations for a day of learning, as well as a safe environment. Upon arrival and at dismissal times, students have been heard saying “I missed you. I’m so glad to be here. I don’t want to leave school.” Behavior incentives, through Positive Behavior Interventions and Supports (PBIS), often center around spending time with an adult of their 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. This high-level of commitment demonstrates a passionate student-teacher relationship that is critical to the success of all students.

At Fox Hill we begin each year setting the tone for high academic success through the Growth Mindset philosophy. Students understand that, with hard work and dedication, there is no limit to what they are capable of achieving. We believe that a strong foundation must be built in the primary grades to ensure success in the intermediate grades, and that student achievement is a reflection of everyone’s diligent work. Each student’s academic needs are met at an individual level through the implementation of the Workshop Model. Conferring, small group instruction and data analysis are key to knowing each student’s specific needs in all academic subjects. Students work with their teachers to set reachable goals and develop a plan for success.

Teachers use a systematic approach to monitor how students are progressing towards mastery of the Missouri Learning Standards. Teachers know how their students are progressing in each grade level, in each content area and by the individual learning standards. Relevant data is collected in order to provide instruction that is responsive to student needs. Common Formative Assessments are frequently given to determine specific areas of achievement and refinement. Students continue to aspire towards mastery in a spiraled curriculum that promotes learning beyond each unit of study. Students are active members of the assessment process and keep personal data binders to track their own progress and goals. This allows students to develop ownership of their progress and provides opportunities to celebrate achieved goals.