

U.S. Department of Education
2020 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 Mr. Michael Pappas
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 3100 Saint James Road
(If address is P.O. Box, also include street address.)

City Belmont State CA Zip Code+4 (9 digits total) 94002-2956

County San Mateo

Telephone (650) 637-4850 Fax (650) 637-4858

Web site/URL
https://fox.brssd.org/pf4/cms2_site/view_deploymen_t?d=x&theme_id=i838gr287wdbc8&group_id=1500178972325 E-mail mpappas@brssd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dan Deguara E-mail ddeguara@brssd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Belmont-Redwood Shores Elementary Tel. (650) 637-4800

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Suvarna Bhopale
(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.

(School Board President's/Chairperson's Signature) Date _____

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	8	5	13
K	52	35	87
1	37	33	70
2	37	37	74
3	49	41	90
4	44	33	77
5	47	43	90
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	274	227	501

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 42 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 38 % White
 - 12 % 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 2018 - 2019 school year: 10%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2018	500
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):
- Spanish, Vietnamese, Cantonese, Korean, Tagalog, Portugese, Mandarin, Japanese, Arabic, Farsi, French, German, Hindi, Punjabi, Russian, Turkish, Urdu, Ukrainian, Polish, Gujarati, Rumanian, Taiwanese, Serbo-Croatian, Tamil, Marathi, Kannada

English Language Learners (ELL) in the school: 11 %
54 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 21

8. Students receiving special education services: 8 %

41 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.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the 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, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school 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 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	96%	95%	93%
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 2019.

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

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.

Fox Elementary School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education, while promoting high moral character for all students.

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

Fox Elementary is located in a suburban Bay Area location south of San Francisco and north of San Jose. This places our community firmly in what is known as Silicon Valley. Our school is well maintained and was recently renovated and modernized so there are no physical barriers or issues to impede learning. Our community is quite diverse with representation from approximately 30 countries around the world. Because of this many of our youngest (kinder) and students new to our community enter Fox as English Language learners. We have a strong record working with these EL students to help them achieve proficiency as measured by the ELPAC (the standardized language proficiency test in California). Proficiency is normally attained within two academic years. Because of our geographic location most of our students come from two parent families with a college education. With that being said we do have a small socio-economically disadvantaged population that we support through academic, financial and emotional interventions. Our families are highly involved with the school through a strong and supportive PTA membership as well as many committees that support learning and keeping the community engaged.

Our district has a 4 point strategic plan that includes teaching and learning to have a growth mindset, being innovative and collaborative as well as learning to become a global citizen. This strategic plan is not only for our students but for our staff as well. The strategic plan helps to guide our individual school plan each year as we decide what initiatives to take on and what professional development opportunities will be offered to help reach our goals. One of our most important initiatives that has helped us to close our opportunity gaps over the past four years is the use and implementation of the Multi Tiered Systems of Support (MTSS) model. In short our teachers and support staff begin to take data from formative and summative assessments that help to specify needed areas of growth. They then implement interventions based upon the specific needs of that or those targeted students. Progress is officially measured within about four weeks to see if progress is being made. If progress is not being made the teacher will collaborate with our Intervention Team which is comprised of an administrator, specialists and general education teachers to help implement additional interventions. Going through this process early and often has been one of the reasons our students have been successful. Another important piece of our success model is the focus on social-emotional health. We use a robust curriculum (Second Steps) that guides our teaching, learning and staff and student expectations which falls under our over arching PBIS (Positive Behavior Intervention Supports) model. Specific lessons are taught in collaboration by our classroom teacher and our school counselor. We have found that by having these skills (listening, problem solving, making amends, etc) specifically taught we have drastically decreased major and minor behavior issues. This results in having an emotionally safe classroom setting where students feel empowered to take risks and participate. Monthly character assemblies recognize students who exemplify positive traits along with weekly Caught Being Good events so all students have many opportunities to be recognized for their positive efforts. Our school motto is Be Safe, Respectful and Responsible and we consistently remind students what this looks and sounds like in all settings of the school building.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Our overall teaching and learning philosophy is heavily steeped in the Multi-Tiered System of Supports (MTSS) model where solid tier 1 instruction is the base of all classroom instruction. This means that all students receive Universal Design for Learning (UDL) instruction regardless of their level. We have found that by following this philosophy we have been able to reduce the need for higher level student supports (tiers 2 and 3), thereby keeping the large majority of our students in the general education setting with limited push-in or pullout services. Along with UDL instruction, we heavily utilize strategy grouping for our students' specific needs. These strategy groups are formed based upon frequent and consistent formal and informal assessments administered by the teaching staff. These daily strategy groups allow for our teaching staff to meet and support small groups of students and target the specific areas of need that are identified based upon the assessment data. As an example, during a direct instruction lesson, you would see the teacher not only giving oral direction and instruction to the students, you would also see supports such as visual cues and examples of work in varying states of completion, including an exemplary model of a completed assignment or project. These visuals help support all students and especially our English Language Learners (ELLs). Once direct instruction is completed, the teacher would then lead strategy groups for students who need the additional support, or an additional challenge. Depending upon needs there may be more than one strategy group per lesson. Thus, strategy groups are at the core student instructional practice.

1b. Reading/English language arts

The Lucy Calkins Units of Study Reading and Writing programs guide our base reading/English Language Arts (ELA) instruction. Our teachers and para educators (classroom instructional aides) provide instruction in a workshop model. Our staff delivers mini lessons through direct instruction on specific content areas. For example during a writing mini-lesson the focus may be on “small moments.” Students are specifically taught what a “small moment” is and then would have an opportunity to select a “small moment” and begin writing about that moment. Our teacher would then circulate through the class doing “shoulder conferences” which are basically a brief check-in to see if the student is understanding the concept and then supporting as needed. Specific notes are taken so the teacher can follow up during the next session. Note taking is an important part of the process because it allows for more efficiency during the student/teacher conference. This program is the base of all that we do. We also provide structured tier 2 support for specified students who are more than two levels below standard as measured by our reading benchmark program, Fountas & Pinell's Benchmark Assessment System. A reading specialist, who targets specific skills that students may be lacking, delivers this dedicated support. Depending on the need(s), the students will attend this pullout program up until they are approaching the benchmark standard. The Reading Specialist meets with students up to four sessions per week and communicates on a regular basis with the general education teacher. Student groups are limited to a maximum of five per group. In addition we utilize an online program, Lexia, to support students. This program measures individual student levels and then prescribes targeted lessons for the students.

1c. Mathematics

The base math curriculum for Fox Elementary School is guided by Math Expressions, which is published by Houghton Mifflin. This curriculum is an inquiry-based program that allows students to explore, discuss and demonstrate their knowledge. Grade levels meet regularly to collaborate and to decide on the most essential standards (Power Standards) that students must understand in order to be successful during the current academic year as well as being prepared for the next grade level. For example, the first grade team meets along with the administrator and reviews all the math standards, deciding upon which are most critical. These are then shared with the second grade team for their input. The second grade team reviews what the first grade team has selected and then a final review from both teams is completed. Once finished, these are the agreed upon standards to be covered (at minimum). Students are expected to show an understanding of

concepts and not simply memorize formulas. Regular formative assessments in combination with benchmark summative assessments drive future instruction. “Turn and talks” (partner discussions) are used throughout each lesson at all grade levels to give students more opportunities to share thoughts and ideas. This helps to build up their confidence, which in turn keeps them engaged. Math concepts are woven into other subject areas such as science, social studies and ELA so that students understand the importance and impact that math plays in their everyday lives. All instruction is aligned with Common Core Standards.

1d. Science

Fox Elementary School has a robust science program guided by the TWIG Science curriculum published by TWIG Education. This program is very interactive and gives opportunities for student exploration throughout each module or unit. Our 4th and 5th grade students receive hands-on instruction from a science specialist twice a week in addition to what they receive from their general education teacher. This hands-on instruction is critical to student engagement and has led to a true love of science at Fox. Students receive instruction through varied modalities but primarily in that application-oriented format. The scientific method is also taught to our students so that their driving questions will lead to the creation of a hypothesis. Students are then able to experiment with direction from their teachers. One of the most important parts of the process is the analysis of their results which is tied directly to math skills so there is a cross curricular element that supports our math program and shows our students the importance of math outside of math class. Finally, students are given the opportunity to communicate their results, often in a pairing or small group for assessment by their instructors as well as their peers. Students also learn about engineering through engaging “design challenges” that are required across all grade levels. Design challenges are supported by our district math and science coach, who provides professional development and support to our teaching staff via district-wide professional development days and monthly staff meetings. Teachers are able to work together to practice design challenges themselves and collaborating just as their students will when they assign similar challenges. This experiential learning for our staff translates to better instruction in the class.

1e. Social studies/history/civic learning and engagement

Fox uses the Social Studies Alive curriculum published by Teacher’s Curriculum Institute to guide instruction for our History Social Science program. This curriculum is spiraled so that each grade level has specific content that explores different areas of our social system. The focus of our lower grades (kindergarten and first) is to explore and understand relationships with families, friends, neighbors while learning about school expectations and getting along with classmates. Our lower grades often have “buddy” classes from the upper grades. For example, a kindergarten class may pair up with a 4th grade class and meet twice a month to work on a project together such a design challenge. This puts our older students in a mentor role and shows them the importance of helping others as well as setting a good example for behavior expectations. It empowers them to explore their leadership capabilities in a positive manner with support from their teachers.

Our older students focus on geography exploration and learning about the roles of community service providers. In addition they learn about the history of California and America. Our older students are able to participate in their own student government. They have the opportunity to “run” for varied offices such a president or treasurer through campaigns that are supported by our teaching staff. Students who choose to run are given guidance on how to run positive campaigns. They often will create tag lines and use them in their self-created promotional material that they pass out at school. Students also write and give speeches as part of this experiential learning. All students then elect their school-wide student leaders. In addition each class elects their “local” leadership to represent that particular class. The culmination is an involved student body that has the opportunity to voice questions or concerns as well as help design and implement new initiatives for the school community. Meetings are held regularly under the supervision of the teaching staff, and the principal is included as part of the collaborative team.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Social Emotional Learning has been a focus at Fox for the past four years as we have recognized the need that students have in this area. Our core curriculum is the Second Step program, published by the Committee for Children, which focuses on skills such as problem solving, listening, fair play and empathy. These are some of the cornerstones that help support our Positive Behavioral Intervention and Supports (PBIS) school wide program. Our students are specifically taught what it looks and sounds like to be Safe, Respectful and Responsible in all school settings. We have a dedicated PBIS team that collaborates with the staff to design matrices with student expectations and specific lesson plans to support appropriate behaviors. In addition, we track general student behavioral challenges based upon metrics like location, issue, participants and time to help us make adjustments so that we can proactively support positive behavior. As an example, compiled data may show that inappropriate language is being used during recess on the basketball court. We then can target the game in that location at that time and reteach expectations to students. We have found that by regularly reteaching expectations and using a common language across the site, our major disciplinary issues have significantly declined over the past four years. This has increased the amount of time that students spend in the classroom receiving academic instruction.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level are always a major focus for our staff. In fact, we often refer to these particular students as “focal” students. Through our MTSS practices we have developed a model to address any student concerns early and often. We have a dedicated Intervention Team that meets weekly. The team consists of the administrator, school psychologist, education specialist, reading specialist, speech and language specialist and a variety of general education teachers. When a teacher has concerns for a student, they are first asked to collect data such as reading and math assessment scores to establish a baseline. Using their own judgment or in consultation with a colleague, the teacher identifies promising interventions based upon the learner’s profile. The teacher then implements interventions in their classroom and monitors the student’s progress. We use a time frame of approximately 4 to 6 weeks in length to check on the effectiveness of the intervention. If progress is not being made, the teacher shares the relevant data with the team, which then offers additional intervention advice, training, and support that the teacher can use in their classroom. If these additional interventions and supports to the teacher are still not successful, we would then schedule a Student Study Team meeting which consists of many of the same team members but would also include a parent or guardian to solicit additional input from their perspective. A new set of interventions would be implemented and then progress is tracked. In most cases, when the appropriate intervention is used with fidelity, we see positive student progress and SST meetings are not needed.

3b. Students performing above grade level

Fox does not have a gifted educational program. We pride ourselves in differentiating our instruction for each student. Research and our experience suggest that differentiating instruction and setting high expectations for students is sufficient to challenge and engage our highest achieving students. Teachers adjust assignments for our “high flying” students based upon their interests so that these particular students have engaging, open-ended projects that meet their educational needs. They are given opportunities to research topics in depth, identify problems, generate solutions and/or share their findings with the class or school. They may also work in collaboration with other classmates or “teach” other students when appropriate.

3c. Special education

The Special Education program at Fox has a team that consists of an educational specialist, two speech and language pathologists (SLPs), a psychologist and several paraeducators who work directly with our students in a variety of settings. We always strive to provide the least restrictive environment for our students with Individualized Education Plans (IEPs). We currently have a Learning Center (similar to a traditional Resource program), which serves approximately 20 students ranging from first to fifth grade students. The

students that have academic needs may receive their services directly in the Learning Center (pull-out model), in their general education classroom (push-in model) or a combination of both depending upon their needs. Student goals are established based upon data that have been collected and then shared with the team, which always includes our parent/guardian partners. Regular progress monitoring takes place via formative and summative assessments to accurately measure progress towards the student goal(s). The goals that are set directly guide the amount of services that each student will receive with an effort to keep the students with their general education class as much as possible to achieve the goal. A very small number of students may need more support and will receive additional general education classroom support with a paraeducator who assists the student with the supervision of the classroom teacher. In addition to our students with academic needs, we have students who have IEP goals in speech and language, which are addressed by our SLPs. These are typically pull-out sessions in small groups of two to three students. When we have students with behavioral or mental health needs, we are supported by district specialists who provide direct therapeutic services to the students and consultive services to the staff to ensure consistency of language and support strategies.

3d. ELLs, if a special program or intervention is offered

All general education teachers have a dedicated block of time each day that they spend with ELL students. The minimum amount of time that teachers spend with individuals or small groups targeting ELL instruction is 30 minutes per day. Students are typically grouped by their English Language proficiency. These students receive direct instruction to support their language acquisition needs. Our teachers also use UDL (Universal Design for Learning) and GLAD (Guided Language Acquisition Design) strategies during all instruction, which is very beneficial for our EL students. A typical classroom with EL students will have all common items labeled such as “window”, “desk” and “whiteboard” so that these students are able to build their basic vocabulary, which is necessary prior to learning higher-level academic language. Other common practices are sentence frames, which provide scaffolding for sentence formation. Students at Level 1 and 2 as measured by the English Learner Proficiency Assessments of California (ELPAC) also receive pull-out instruction from our reading specialist. This is a pull-out program where students receive additional direct instruction that targets specific needs such as vocabulary development, reading fluency and sentence structure. Data are taken regularly to measure progress so that students may be exited from the program as soon as they are ready. Students typically participate in four 30-minute sessions per week.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Fox students are highly engaged as a result of a rich curriculum consisting of a foundation of common core standards that is supplemented with music, art and physical education. This leads to many opportunities for students across a range of interests. Our staff is trained in providing differentiated lessons, which often include student choice. Choices are often provided for reading and writing assignments, as well as research-based assignments. Additionally, teachers offer a variety of assessment styles to meet the needs of each student. For example, in science, students may be asked to verbally explain their findings, to write down conclusions, to partner up on work and present to the class, and/or to demonstrate the phenomenon. Differentiated assessment is more accurate and it facilitates student engagement.

Each student also receives supplemental instruction in music and the arts. Our 4th and 5th graders select an instrument to begin learning and receive weekly instruction from credentialed music teachers. Choral music is taught to our 3rd graders, our younger students are provided dance and movement instruction, and all students are taught art by a qualified art instructor. Furthermore, all students are provided structured physical education classes on a weekly basis. Students are also engaged through our behavioral support system, which recognizes appropriate behaviors through school wide events like Caught Being Good and monthly character awards for students.

2. Engaging Families and Community:

The Fox community is highly engaged in supporting and contributing to the school. Through the Parent Teacher Association (PTA) parents are regularly given opportunities to provide input to the school leadership and influence school-wide programs and practices. The PTA has a board of approximately 12 members with upwards of 50 additional parent volunteers on committees who help to run events like our parent education sessions, movie nights, assemblies, and field day. Parents are also encouraged to participate in the classroom in support roles such as leading student rotational centers. Teacher guide the parents on how to support the students. This type of interaction between the staff and parent volunteers reinforces Fox's strong school community. Each year, parents coordinate and run our Foxtravaganza event where every student has an opportunity to exhibit a particular performing arts skill. In addition, entire grade level performances are offered so those that may not want the "spotlight" are still encouraged to participate. The event has been in existence for over 30 years and has become so popular for the community at large that multiple performances are held at an off-site location that seats 500 people. School community representatives also participate on the School Site Council (SSC), a diverse group including teachers, parents, principal, and classified staff such as our custodian or administrative assistant. This team makes recommendations on school goals, monitors progress, and advises on program adjustments as the year progresses.

3. Creating Professional Culture:

The Fox staff is a collaborative group of highly skilled teachers guided by the overarching principle of having a growth mindset for themselves and in turn instilling that in our students. Because of this, the staff seeks out and receives professional development (often in the area of their choice) as well as required professional development in school and district-wide initiatives such as MTSS, ELL support, student data collection and use, PBIS and UDL, which support all students, especially our most at-risk students. There is an open flow of information and collaboration between our staff and that of the parent community. Both formal and informal community surveys help to guide the needs of our students based upon the data we collect from parents. We use that data along with site-based academic and behavioral data to formulate our overall school goals.

School Leadership:

Fox has several specific teams that guide leadership and learning for our students. One of the most important teams is the Instructional Leadership Team (ILT). This team is comprised of teachers from each grade level who meet monthly to collaborate with the principal. The teacher leaders seek input from their particular team and then are able to voice that input at the meeting. The primary goal is to work towards how to best achieve our overall school goals from the School Site Council's plan. This is done by discussing the data and seeing what is working for students as well as what areas of need there may be for students and staff alike. This team also sets staff meeting agendas. By having the ILT help set the meeting agenda, we have more effective and engaging staff meetings that better support our students.

As mentioned previously, we have a strong and engaged PTA that supports our students and staff by funding classroom needs and enrichment programs for our students. Teacher input is critical in helping the PTA make decisions on what programs and materials they support. Additionally, consistent coordination with the principal helps to ensure that PTA decisions are in accordance with our site plan.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our strategy for academic success lies in our tiered intervention through MTSS and PBIS models. Because of our school-wide commitment to the PBIS model, our students feel safe and respected by the adults and other students on campus. By laying this foundation we drastically lower social issues so that more learning opportunities are taking place. When students feel emotionally safe at school, they are more engaged and willing to take academic risks. It is because of their willingness to try new things and work with a growth mindset that our staff is able to provide more effective instruction as well as focused and meaningful intervention supports.

Along with high behavioral expectations, we follow with fidelity an MTSS protocol where teachers use data to monitor student progress. When teachers notice a concern, they immediately begin collecting student performance data and monitoring in-class, tier 1 interventions so as to capitalize on every moment in school. If the concerns persist, teachers reach out to their colleagues through the PBIS or Intervention Team so that collaborative meetings can be set with a focus on implementing additional tiered supports that address the particular areas of concern. Teachers are given new strategies to implement and track, and then the team reconvenes to check progress and implement additional interventions as necessary. This early collection of student data and continual cycle of inquiry ensures that Fox Elementary School educates all students and helps them make the needed growth to progress academically and be well prepared for middle school, and life beyond.