U.S. Department of Education
2023 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. Brian Canfield

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

Official School Name Schroeder Elementary School

(As it should appear in the official records)

School Mailing Address 3541 Jack Drive

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

City Troy   State MI   Zip Code+4 (9 digits total) 48084-1322

County Oakland

Telephone (248) 823-3600   Fax

Web site/URL https://schroeder.troy.k12.mi.us   E-mail bcanfield@troy.k12.mi.us

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. Richard Machesky   E-mail rmachesky@troy.k12.mi.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Troy School District   Tel. (248) 823-4000

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. Karl Schmidt

(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, leave blank.

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

                                    19 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	74
1	67
2	71
3	74
4	89
5	77
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	452

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   47.3 % Asian
                                          3.1 % Black or African American
                                          5.6 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          39.9 % White
                                          4.1 % 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 2021 - 2022 school year: 16%

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

    We have a significant number of students who live in apartments in our community. This causes students to move out of the school and enroll in the school when leases expire. This causes movement with our enrollment during the school year.

    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, 2021 until the end of the 2021-2022 school year	28
(2) Number of students who transferred **from** the school after October 1, 2021 until the end of the 2021-2022 school year	40
(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, 2021	437
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

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

    Albanian, Arabic, Ben Slavic, Chinese, English, French, Greek, Gujarati, Hindi, Hungarian, Indonesian, Kanada, Japanese, Korean, Marathi, Oriya, Portuguese, Russian, Spanish, Syrian, Tamil, Telegu, Thai, Turkish, Urdu, Ukrainian.

    English Language Learners (ELL) in the school: 27 %

                                                          124 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

            Total number students who qualify: 36

8. Students receiving special education services with an IEP: 8 %
             Total number of students served   37|

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

11 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	3 Other Health Impaired
3 Developmental Delay	5 Specific Learning Disability
0 Emotional Disturbance	30 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
1 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   2 %
             Total number of students served: 8

10. Number of years the principal has been in the position at this school: 15

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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   24:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	99%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

If yes, select the year in which your school received the award.   <u>2016</u>

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

The purpose of Schroeder Elementary School is to ensure learning for all members of the community..

17. Provide a URL link to the school's nondiscrimination policy.

https://www.troy.k12.mi.us/parents/non-discrimination-notice

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

PART III – SCHOOL OVERVIEW

Schroeder Elementary School is one of 20 schools within the Troy School District. The city of Troy is located in Oakland County, Michigan. The school was founded in 1970 and named after Elmer Schroeder, who was a local businessman and a fire chief in the Troy Fire Department. The school has experienced academic success and achievement. Schroeder has performed well on the past state standardized test, the M-STEP (Michigan Student Test of Educational Progress). Throughout state testing, the school received many notable accomplishments.

Schroeder was recognized as a Blue Ribbon School in 1999 and 2016. The previous Blue Ribbon recognition helped develop the culture and standards of the school. The status was shared and celebrated with the community. The Schroeder parents and staff appreciate this recognition and hold the expectations that Schroeder will be a high performing school. Our Blue Ribbon Award ties into some of the more recent achievements and success. For the staff, it also helped maintain and further develop a school culture around instruction and achievement. This has led to numerous changes in curriculum over the past years. The most important changes have taken place in reading, writing, and math. Those programs are summarized later in this document. We take an enormous amount of pride in our school's work in literacy. We continually support our teachers in literacy instruction and assessment. Our literacy specialist and principal conduct entire staff and grade level team learning, visit classroom lessons, and provide extra support to newer teachers.

We work to challenge learners above and on grade level while supporting students below grade level. Schroeder is a diverse school and located in a diverse community. Currently, there are 26 languages spoken in the school. Students come to Schroeder with different cultural backgrounds and come from different countries from around the world. Our parent community is a well-educated group and supports their children and the school. Parents have important jobs and long careers in their field of work. Many Schroeder parents are financially stable and contribute to a strong socioeconomic status community. Our PTO generates financial support as well as many volunteers to support programs within the school. There are many programs that contribute to the school's success. These programs support academic, emotional, and social development. Programs such as Character Education, Buddy Classes, Dragon Dens, Schroeder Community Leaders (Student Government), morning "Spotlight" TV announcements, character education assemblies, fifth grade camp, The Disability Workshop, Service Squad, and Safety Patrol are some of the programs that contribute to the students becoming active members of our school culture and community. Other programs such as our PTO (Parent-Teacher Organization), Jogathon, classroom volunteers, Curriculum Night, Parent-Teacher Conferences, March is Reading Month Night, Field Day, classroom parties, Kindergarten Round-Up, music concerts and performances, Ice Cream Social/Learning Showcase, and The Art Show create parent involvement. These types of programs build the community within our school with our families and connect the staff and parents.

Teachers also work to support advanced learners in reaching their potential and achieve above grade level learning. Classrooms have become student driven learning environments. Technology has been implemented in classroom instruction. The Troy School District has provided the framework to implement technology with mobile teaching stations, classroom TVs, and 1:1 iPads in kindergarten through grade five Teachers have implemented technology to increase engagement and improve student learning within their classrooms. Teacher technology chairs help support professional development for our staff. Goal chairs and goal committees work to show continuous improvementin student learning, monitor student growth and reflect on teaching. The staff has many members who serve in leadership positions and provide a shared leadership approach. Teachers serve as head teachers, committee chairs, the technology chair, character education (Red Pillar) chairs, instruction (Blue Pillar) chairs, and many other positions. The staff culture is very positive and conducive for collaboration and professional learning. The success of Schroeder Elementary School is credited to numerous programs that support student academic growth, social development, and emotional development. These are all supported by the Schroeder staff, the Troy School District, the students and the parent community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Schroeder Elementary has a balanced literacy curriculum. We follow the units of study developed through the Teacher's College Reading and Writing Project. This curriculum aims to prepare our students for any reading and writing task they will encounter in their lives. We are fostering a love of literacy and aim to create confident and life-long readers and writers. Our lessons are taught in a workshop model. All students receive Tier 1 instruction which includes a minilesson each day. After the minilesson, students read and write, while the teacher is working with students in small groups and individual conferences. The goal of this time is to ensure that each child receives the instruction needed to support their literacy processing system. Students work with partners and are encouraged to support each other throughout each unit. In reading, grade levels are exposed to a variety of genres throughout their career at Schroeder. Essential reading strategies are taught, and students are challenged to apply various strategies when needed to support their accuracy, fluency, and comprehension. These skills are revisited and practiced from kindergarten through fifth grade. We use learning progressions to increase the complexity of a strategy through the grades. Volume is a critical part of our readers' success. They are given ample time to read independently and in small groups. This time with text is critical.

Students are formally assessed on their reading level two or three times per year using the Fountas and Pinnell Benchmark Assessment System. This information is used to inform teacher instruction and identify students that need more support. If a student is reading below grade level they are put on an Individual Reading Improvement Plan. This plan is specifically tailored to each child to ensure their reading development. In our school, there are opportunities for literacy support through Reading Recovery, literacy intervention with a Literacy Specialist, and language acquisition support through our English Language Development Specialist. In writing, each grade level teaches narrative, opinion, and informational writing. Through these genres, students have opportunities to develop their structure, development, and language conventions. Teachers thin-slice writing throughout the year to inform their instruction and support students in small groups. Students are formally assessed at least twice a year using the Writing Pathways rubric. Students are given an on-demand prompt and the rubric helps teachers evaluate mastery and plan future instruction. This rubric is used schoolwide to ensure common language and expectations across the grade levels. Annotated exemplar pieces of writing are used to provide anchors in our evaluations. Teachers are provided with professional development throughout the year to support their teaching and learning. The focus is often looking at student work and discussing ways to support students. Teachers also have access to a literacy coach within their building. This coach supports teachers in and out of the classroom. Teachers work to improve their practice while meeting the needs of all students.

1b. Mathematics curriculum content, instruction, and assessment:

The math curriculum taught is called Math Expressions for kindergarten through fifth grade. Students learn foundational skills that build over time through math talk, manipulatives, small group intervention, and math games. Over the school year, there are six to eight units that are taught. The units consist of geometry, operational skills, measurement, data and graphing, story problems, and applying math concepts to the real world.

Students are assessed throughout the unit with quizzes and at the end of each unit with summative assessments. Assessments provide teachers with data on what skills need to be retaught and which skills students have mastered. Students who are excelling are given challenging work to push their thinking on current math concepts being taught. Students who are not performing on grade level receive extra support with small group instruction and the math specialist.

1c. Science curriculum content, instruction, and assessment:

From kindergarten through fifth grade, three units of study are taught though out the school year. The first unit is earth science. All students learn how the earth surface changes. The second unit is physical science, in which students study energy and the properties of matter. The final unit is life science. Students learn about plant and animal structures, habitats, adaptations and life cycles.

Each unit of study is developmentally appropriate for each grade level and scaffolds accordingly. The units are inquiry based in which students showcase their discoveries using a KLEWS (knowledge, learning, evidence, wondering and scientific principles) board. Students are both formally and informally tested on concepts.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

In the second-grade social studies curriculum, we study Communities and Geography. Students learn about their local community, identity, and geographical features within their community landforms. Students use a project-based learning approach to demonstrate learning by creating their own communities showing what they learned in the unit. When leaning about the History of Troy, students learn how Troy became a city in the 1800s, as well as how the city has changed over time. Students will create a time capsule highlighting some of the monumental events in the history of Troy. Throughout the Economics and Civics unit, students continue to learn about their identity, wants and needs, goods and services. For a culminating activity, students will open a restaurant for the Schroeder community to enjoy.

In the third-grade social studies curriculum students focus their own personal identity and how they fit into their community. We read books and discuss if the book shows them through a mirror or window. Students learn about the geography of Michigan, pointing out landforms, and places of interest. We enjoy the Pure Michigan ad campaigns, focusing on all of the wonderful things to do in our state during each season. We learn about the Anishinaabeg people of Michigan and how they lived, as well as relationships with European settlers. Students will participate in a Trading Day where they make goods and trade them for paper representing beaver pelts. We then learn about the history of Michigan up until it becomes a state.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All Schroeder students participate in both musical learning and visual arts learning weekly. In performing arts, instruction includes singing, instruments, and movement. When appropriate, instruction aligns to building initiatives. For example, students have learned the Schroeder Song, featured musicians during Black History Month, March is Reading Month activities that incorporate music, and lessons thematically appropriate to the season. Students not only learn musical concepts such as beautiful singing, rhythm reading, develop a musical vocabulary, but also practice essential life skills including but not limited to writing, reading, listening, teamwork, and respect.

In visual arts, we explore various techniques, artists, art history, and materials in art. Through drawing, painting, printmaking, sculpture, collage, fibers, and technology, students learn to express individual ideas, thoughts, and feelings. The learning we do in the art room supports the development of the whole child, and the skills they learn can be applied to all other content areas. The ultimate goal of arts instruction at Schroeder is to build a firm foundation of understanding for students' success in future endeavors in arts.

2b. Physical education/health/nutrition

At Schroeder Elementary our students focus on many different aspects of physical education, and these aspects vary based upon grade level. At the lower elementary level, there is a strong focus on locomotor skills such as skipping, hopping, and galloping. There is also an emphasis on introducing sport specific skills at a beginner/basic level, including skills such as throwing and striking. In upper elementary we key in on important elements of fitness. We work on upper body strength, lower body strength, core strength, flexibility, and cardiovascular fitness in each class. We follow that up with the most important elements of sports at a deeper level. For instance, foot dribbling, passing, and instep kick for soccer.

We also encourage our students with special needs to be a part of our activities with their general education classrooms. Along with the help of our special education teachers and various aides we make specific accommodations to fit the needs of these students.

Finally, at all grade levels we prioritize character education, teamwork, and cooperation. We empower students to step out of their comfort zone and make new friends that they possibly had never socialized with before. The atmosphere we provide offers us a unique opportunity to facilitate these relationships.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Schroeder media center is a lively and engaging place! Students come weekly and are provided with many great opportunities. One of the major focuses is on literacy. Our media center is proud to offer relevant and attractive reading material for all ages and all literacy levels. In addition to checking out books, students learn about information and digital literacy, comprehension, research skills, and overall appreciation of reading. The other focus in the media center are the opportunities that students have in our makerspace. The makerspace is a place that fosters creativity, collaboration, and innovation. Students are immersed in many experiences that include building, creating, coding, and problem solving with their peers. Students have access to explore with multiple types of robots, three dimension printing, circuit kits, and other tactile building materials. The makerspace is a place where students can't wait to be! Since incorporating the makerspace, students are beginning to see that they are makers and that they can contribute to the world around them. The beauty of the makerspace is that it is accessible to all students. It is a place where every learner can be successful. The Schroeder media center is a place with experiences that students do not want to miss.

2e. Any other interesting or innovative curriculum programs you would like to share

We all know that character education impacts student learning. Our school has been working on becoming a School of Character. We implement character education learning and submit our character application for feedback. We have instilled our core values of kindness, perseverance, and respect in numerous aspects of our school. Core values signage is posted around the school. We have a school pledge; we communicate core value learning with our community, and intentionally teach core values to our students. Our focus on Character Education has provided a common language for students and staff. We also use our core values when teaching students about character, positive behavior, and positive student interactions. Our Dragon Dens program has been established. In Dragon Dens, we have home classrooms that mix students across all grades, from kindergarten through grade five. Students remain with their Dragon Den until they exit the school at the end of fifth grade. In Dragon Dens we build community, teach core values, and teach Character Education.

3.   Academic Supports

3a. Students performing below grade level:

There are many ways teachers at Schroeder provide support for students performing below grade level. Initial assessments in all subject areas provide teachers with information needed to identify struggling students and serve as a guide for daily instruction and supports. Once students are identified as below grade level in the areas of reading, writing, or phonics, teachers use a Leveled Literacy Intervention system as an intensive small group supplemental program. Utilizing this comprehensive program four to five days a week supports students who are not achieving grade level expectations in literacy. Daily, classroom teachers are providing whole group and small group instruction, as well as one-on-one conferring across all subject areas. Additionally, supplemental aides, tools, and other resources are provided by classroom teachers to differentiate and support students performing below grade level.

At Schroeder, teachers also regularly use a building math specialist and a literacy specialist to provide tools, strategies, and training to support teachers with additional ways to assist students below grade level. These specialists also pull out students below grade level for additional one-on-one or small group instruction and intervention. Furthermore, when students are identified as below grade level in any area, all stakeholders come together to meet and discuss a plan of action for student support and intervention. This includes informing parents and providing them with information, resources, and strategies to support their child's learning beyond the classroom. Throughout the year, regular meetings are held between teachers, parents, and support staff to review and update the students' progress and make any necessary changes to support student success.

3b. Students performing above grade level:

There are many ways that teachers at Schroeder use to support students who are performing above grade level across the content areas. In kindergarten to second grade classrooms, teachers prioritize the learning needs of our high-achieving students by constantly challenging them. These experiences are built into our daily classroom routines throughout content areas. Specifically, we challenge readers that are above grade level by providing access to books that will continually challenge them. Furthermore, we give them extension activities to deepen their reading comprehension and engage in peer discussion. Another example of how we challenge these learners is by supplying them with writing checklists that go beyond grade level expectations. We also give these students paper choices that encourage more volume during writer's workshop.

In grades three to five classrooms, the teachers continue to push these learners to challenge themselves in ways that go beyond the grade level expectations. This work builds upon the foundation laid in the kindergarten to grade two classrooms, thus enriching their learning experience. For example, students performing above grade level in mathematics are challenged in many ways. Prior to the start of each unit, students are assessed to inform instruction. Those students showing mastery will receive differentiated instruction. As students work through higher level content, they also act as peer coaches to support the further learning of classmates. This allows them to stay engaged with grade level content as well. Students also engage with higher level texts as they work in book clubs. In these clubs, the students are responsible for activating their higher-level thinking through discussion, collaboration, and questioning of themes across texts. While these are just a few specific examples of how Schroeder teachers meet the needs of students performing above grade level, there are also many other practices integrated into our teaching each day.

3c. Students with disabilities:

Students at Schroeder with IEPs receive interventions based on individual need. The interventions used at Schroeder include Attainment, Orton Gillingham, Seeing Stars, F.A.S.T, Leveled Literacy Intervention, Math Recovery, Reading Recovery, Literacy Lessons, Story Champs, Peer-to-Peer relationships using LINKS, and Zones of Regulation. Students at Schroeder with IEPs are assessed using universal screeners including Fountas and Pinnell, Writing Pathways, Math Benchmark Assessment, and Student Risk Screening Scale. In addition, students with IEPs are screened and progress monitored using FastBridge, which is a collection of curriculum-based measurements for reading and math. Students with IEPs in categorical programs use the Brigance as an alternate screener and progress monitoring system. Schroeder utilizes a problem-solving process titled Multi-tiered System of Supports (MTSS), a systematic process designed to support the needs of all learners at three different tiers. Schroeder has a building MTSS team.

The purpose of the building MTSS team is to address the needs of the whole child in an efficient and effective manner, and to monitor and provide guidance in the implementation of MTSS across the building. The MTSS building team is comprised of the building administrator, social worker, school psychologist, reading and math specialists, the teacher consultant, the speech pathologist, ELD teachers, and the resource room teacher. These individuals are available to help with observations and with implementing evidence-based strategies, instruction, and intervention.

3d. English Language Learners:

The city of Troy currently has the highest percent of population of foreign-born students at 27.7%, representing 86 languages. Schroeder Elementary represents 24 languages and cultures. and we celebrate our unique backgrounds through sharing our experiences. We honor our English language learners by creating a space where they are proud and comfortable to be who they are and share their beliefs. In turn, all students learn from the differences of each other. We have an asset-mindset and focus on what students can do and use these strengths to challenge their learning.

After the completion of the state standardized assessment, called WIDA, students who qualify for the English language program will be supported by using high expectations that ensure equity of opportunity for multilingual learners. Within the framework, students in the program have goals that continue to help student grow in the domains of listening, reading, speaking, and writing. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) model, which is a research-based method of instruction that addresses the academic needs of English language learners. SIOP includes components that not only honor the process of acquiring a new language but boost all student learning.

All 124 students who are English language learners are supported by an English Language Specialist in and outside of the classroom. Using language-rich curriculum that is engaging and challenging, language learners excel. With the consistent collaboration of the classroom teacher and other support staff members, teachers work as a team to celebrate student growth. Our community is a celebration of culture and language that incorporates learning and is inclusive to all students.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Schroeder Elementary School, our staff creates a culture for learning where all students feel safe and welcomed. Building relationships is essential for students to feel heard, valued, and respected in all aspects of their learning journey. As a school community, we are dedicated to getting to know our diverse students and families by making meaningful connections. At our school, we learn about one another by understanding our identities and celebrating our cultures through daily discourse, culturally responsive read alouds, instructional practices, and our curriculum. We know that fostering connections with members of our community during the school day partnered with organized after-school events, such as March is Reading Month, Family Night, Kindergarten Round Up, and Community Service Projects, creates a positive school environment.

At Schroeder, we have established Core Values to ensure a common language amongst staff, students, and the community. Each day, students are strengthening their character development by modeling kindness, perseverance, and respect through their words and actions. Our monthly Dragon Den meetings, across grade levels, allow students to work together to understand and practice key life skills, such as empathy, inclusion, and the power of a growth mindset. These skills help students not only in their academic life, but allows them to have positive peer relationships which support social emotional development, as well as college and career readiness. The learning that occurs inside our school helps prepare students to become positive and contributing members of society. By understanding ourselves and our identities, students are able to communicate, collaborate, and learn from other people in our community.

Schroeder teachers deliver high quality instruction to engage, motivate, and inspire students daily. Our curriculum is inquiry based, follows a workshop model, and centers around student choice. Technology is integrated into our daily instruction to support and scaffold student learning. Since students have their own iPads, it creates a high level of engagement and interest across all subject areas. Our goal as teachers is to build relationships, individualize our instruction to meet the diverse needs of all students, and celebrate their achievements across their educational career. The staff at Schroeder Elementary School cultivates a positive learning environment to develop the whole child as they grow academically, socially, and emotionally. At Schroeder, students feel empowered to achieve their highest potential as they work towards their future goals.

2. Engaging Families and Community:

In working with family and community members, we utilize electronic bi-weekly school newsletters, classroom newsletters & emails, a PTO social media page, Twitter updates, and Padlet resources that contain at-home connection activities, recorded books read aloud by staff members, and resources for parents. Our school website contains resources for parents including important dates, technology support, videos on how parents can support their child's academics, links to classroom websites, the monthly lunch menu, volunteer opportunities, and a PTO page including meeting minutes, free and easy ways to support our school, budget updates, and parent support groups.

To support our student and family needs, we hold various donation drives, collecting food and other household items that are given to our school's and district's families in need. Our school's student council group, called "Schroeder Community Leaders," took the donations to Troy People Concerned, which is a non-profit service organization helping families in crisis. At our annual family reading night, each year we choose a local organization to support. This year we collected dog and cat toys and donated them to the Pet Adoption Alternative of Warren, Michigan. Each year our school partners with the Troy Police Department and Walmart for the "Shop with a Cop" program. Children in need get the opportunity to shop with a local police officer to select gift items for their family members as well as items on their own wish list. Every year our school collects backpacks filled with school supplies that are given to students in need through the Troy People Concerned organization. Another non-profit organization that our school works with is the TYA, Troy Youth Assistance, prevention program that provides confidential short term, family-centered

counseling and referral services for youth and their families. Additionally, when the school identifies students with extended absences, we connect them with a professional counselor from TYA who assesses the needs of the child or family to determine counseling services, available resources, or appropriate referrals. Lastly, every year we work with Oakland University, Wayne State University and The Teachers College at Columbia University for Reading Recovery, English Language Development instruction and reading and writing instruction, respectively.

3. Creating Professional Culture:

Teaching is truly a rewarding profession. However, in today's climate, teachers often do not feel supported. While this may be the norm in many places, this is not the case at Schroeder Elementary School. Schroeder teachers feel supported, valued, trusted, and respected. Schroeder Elementary School provides staff with many opportunities to grow professionally. Each month, our staff has the ability to collaborate during our monthly collaboration time. During this time, staff comes together to discuss how to help all students find success. Specific instructional strategies are shared with fellow staff members. In addition, staff reflects on student assessments during this time. Assessments and student needs truly drive instructional practices during these collaboration opportunities. Next, Schroeder Elementary participates in the Troy School District's late start professional learning. This enables our staff to collaborate with other schools across the District. Our staff finds this to be very beneficial. This cross-district collaboration allows us to hear what is and is not working well in other buildings. Teachers are then able to utilize this information to enhance their own instructional methodologies. Additionally, one of the key elements of success at Schroeder Elementary School pertains to our building's leader, the principal, who goes above and beyond to create an environment of support for his teaching staff. The principal encourages teachers to take risks with their teaching. He trusts the staff to do what is best for their students. Additionally, whether it is day or night, the principal always makes himself available to all staff members. The Schroeder staff feels comfortable approaching him with questions, concerns, and needs. Another way the principal supports our staff is through the outreach program Schroeder hascreated for new teachers. This outreach includes supporting new teachers by providing multiple check-ins throughout the school year. In addition, after each observation, the principal schedules a reflection meeting to discuss next steps in professional growth for new teachers. During these meetings, warm and cool feedback is discussed in great detail. New teachers often leave these meetings feeling invigorated and supported.

Schroeder Elementary School has a very active Parent-Teacher Organization. The Schroeder PTO greatly supports both teachers and students. At the beginning of the school year, the Schroeder PTO conducts a Jogathon fundraiser event. Funds from this event are used to support a variety of school initiatives. One of these initiatives includes teacher outreach initiatives. The Schroeder PTO shows they value their teachers by providing lunches periodically throughout the school year, providing classroom teachers with individual classroom grants to purchase supplies, funding individual teacher passion projects, and much more. Overall, the staff at Schroeder Elementary greatly appreciates the support provided within our professional learning community. Teachers at Schroeder Elementary School feel valued, trusted, and respected. We are lucky to teach at Schroeder Elementary School!

4. School Leadership:

Our school's leadership philosophy values the leadership of our entire school team. Staff members have opportunities to contribute to the work of the school and also serve in leadership roles. We have three committees in our school. Every staff member serves on one committee. Those committees include Instruction, Social-Emotional Well-Being, and Community. We also have leadership roles in our school. We have Co-Head Teachers. Head Teachers serve as leaders of the school and support school management and instruction. They also help with scheduling and special projects. Our Tech Chair provides professional development for staff around technology in the classroom. Our school has two committee chairs that lead our three school committees. These co-chairs run meetings, conduct professional learning for the staff and lead their committee. We also have other leadership positions such as school safeties, school service squad, Schroeder Community Leaders (student council), and fifth grade camp leaders. In addition to those positions, we have a literacy specialist, math specialist, and ELL teacher. They conduct professional learning for our teaching staff. They facilitate at professional learning at staff meetings and collaboration

meetings. Our school also has teacher leaders who run our Dragon Dens as we teach our core values of kindness, perseverance, and respect and our character education program.

Our principal also strives to make us a part of the decision-making process at Schroeder. Before making schoolwide decisions, our principal always surveys the staff to get their feedback and opinions. Some examples of this include technology protocols, recess rules, safety issues, and staff meetings/collaboration. This has a huge impact on our school's success because all staff members have a voice in the decisions that are being made.

Schroeder Elementary also has staff who serves in leadership roles at the district level. They participate on district committees and contribute to the direction and progress of the Troy School District. Those district representatives bring their work and learning back to the Schroeder staff.

5. **Culturally Responsive Teaching and Learning:**

As a school we strive to celebrate and understand the diverse backgrounds that students, staff, and families have at Schroeder Elementary. As a staff we are aware that the strong connection we have in knowing our students' backgrounds, as well as our own can strengthen the academic journey of our students. In turn this information has also strengthened instruction as they have incorporated more strategies to best fit students learning backgrounds and experiences.

The Sheltered Instruction Observation Protocol (SIOP) model,a research-based method of instruction, is used to address the academic needs of English language learners. The beauty of SIOP is that the training of the components embedded in this protocol are appropriate and strengthen the learning for all students. As identified in our school mission statement, we ensure learning for all and in order to do that, we collect the information needed to dig deep into the people they are. Beginning with equity, we use a variety of ways to collect data on students' backgrounds. During registration we ask questions about family, language, and previous schooling. We also collect pre-school surveys to learn more about our incoming kindergarten students and prepare for a successful year. There are many ways we incorporate cultural awareness. Based on data collected on students families, and staff ,we have added new book titles to our school library and our literacy library. This helps students make connections with the stories they are reading and learn about other cultures and experiences that may be different from their own.

Our student reported news, which is presented every Monday schoolwide, addresses topics that bring awareness to different cultures and provide students ways to think and question topics beyond our classroom walls. The English language teacher highlighted and distributed resources throughout the school year to celebrate different holidays that are represented in our community. Videos, books, and activities are offered, and students are given multiple ways to share their experiences and cultural backgrounds. We have a special character-building program created by our teachers that allows students to visit other classrooms, meet and make new friends across all grade levels, and explore a variety of topics that support respect throughout our school. Each classroom also has a partner class where older students can mentor younger students. Multiple opportunities and embedded experiences within our school day ensure equity, cultural awareness, and respect are naturally and explicitly experienced in our school community.

PART VI - STRATEGY FOR EXCELLENCE

There have been many impactful practices that we have utilized at Schroeder Elementary School. The most impactful practice has been collaboration. One of our staff's strengths is collaboration and using each others expertise. We collaborate using different methods to impact our teaching and student learning. Our staff is a talented and dedicated team. Due to collaboration, their talents truly benefit our team and we have a collected efficacy. Our teachers' strengths are duplicated to build the teaching in all staff. When our staff works together, we work using many different approaches. We collaborate as an entire staff in discussions, data studies, and reflections on our practice. We have regularly scheduled staff collaboration time in monthly meetings and late start professional development days. We also collaborate in smaller groups of teachers. Our staff has grade level collaboration, including a building schedule that allows for grade level teams to collaboration daily for 45 minutes. We also use specialized staff during teacher collaboration time. Our math specialists works with small teacher teams to support teachers during math instruction and students struggling in math. Our literacy specialist conducts Grade Level Planning Meetings where we monitor student growth in literacy and learn new practices to impact learning. Our literacy specialist also provides coaching to staff members and provides additional coaching to newer teachers. In addition to our building collaboration, we extend that professional learning outside the school. We spend time working with Teacher's College Reading and Writing Project and bring that learning back to our staff. Our specialists and specials teachers collaboration with their district teams. We utilize the power of the district ELD department, math department, literacy department, special education department, PE, media, music, and art teams. We also have a MTSS (Multi-Tiered System of Supports) Team that meets once a week to monitor student growth and discuss ideas on how to support students. This team consists of the principal, teacher consultant, school psychologist, OT, resource room teacher, speech pathologist, social worker, literacy specialist, math specialist, ELD teacher and classroom teacher. The power of collaboration has impacted our teachers, students and practices. We use student work, data, and reflect on our instruction. Our school operates as a PLC (Professional Learning Community) and we value the power of working collectively to benefit everyone in the school.