

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Michelle Barsh

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

Official School Name Martell Elementary School

(As it should appear in the official records)

School Mailing Address 5666 Livernois Road

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

Troy MI 48098-3101
City State Zip Code+4 (9 digits total)

County Oakland

Telephone (248) 823-3800

Fax

Web site/URL https://martell.troy.k12.mi.us/

E-mail mbarsh@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. Rich Machesky

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail rmachesky@troy.k12.mi.us

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, 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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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 (2018-2019) unless otherwise stated.

DISTRICT

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

19 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	27	67
1	38	30	68
2	35	36	71
3	37	43	80
4	34	42	76
5	40	41	81
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	224	219	443

*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):
- 1 % American Indian or Alaska Native
 - 43 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 50 % White
 - 3 % 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 2017 – 2018 school year: 12%

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, 2017 until the end of the 2017-2018 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1, 2017	485
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 30%
134 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Chinese, Czech, Greek, Gujarati, Hindi, Indo-European, Kannada, Korean, Malayalam, Marathi, Panjabi, Polish, Portuguese, Santali, Slavic, Spanish, Tamil, Telugu, Tagalog, Ukrainian, Urdu.

7. Students eligible for free/reduced-priced meals: 9%
Total number students who qualify: 40

8. Students receiving special education services: 7 %
32 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</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: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	96%	96%
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 2018.

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.

Martell strives to create a community of life-long learners, leaders, and risk-takers.

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

Residency and student population at each of our buildings is continually monitored through the year by our Superintendent, Cabinet Members, Administrative Staff and the Troy Board of Education. For over ten years, the Troy School District has continued to participate in a Limited Schools of Choice Program to strengthen buildings who may be experiencing low attendance and ensure we have continuity with programs and staffing district-wide that will provide a World Class level of education that we so proudly offer. We have historically placed students in Kindergarten and First Grade at the elementary level, and if deemed necessary, placement could be made at Martell.

PART III – SUMMARY

Troy School District is located at the heart of Metropolitan Detroit's northern suburbs. The city's estimated 2016 population is 83,181, making it the largest city in Oakland County. Troy School District is a community that strongly values public education. Our community is committed to providing the best resources available to prepare our students for their future. Rigorous, highly comprehensive curricular offerings throughout a student's elementary, middle and high school years enable students to prepare for future success. The quality of the school district is complemented by a vibrant business community and proximity to recreational and cultural opportunities.

Martell Elementary School is one of 20 schools within the Troy School District. Martell Elementary School staff has a strong commitment to student achievement, excellence in academics and social-emotional well-being. Martell was founded and dedicated in the early 1970's and is situated on 14.17 acres. The school was built to accommodate up to 660 students. Presently, Martell has 443 students in kindergarten through 5th grade.

The traditions at Martell Elementary School support the strong community of the school. Yearly academic and social traditions provided by the Parent Teacher Organization (PTO) and school staff provide a sense of continuity and connectedness throughout the years. On the first day of school, students can be sure they will have time in their day for reunion time to visit their classroom from the previous year. Annual events such as the Fun Run, multiple service projects, Martell Fair, Harvest Festival, Multicultural Night, March is Reading Month, academic themed nights, and Field Day are offered on a community wide scale. Grade level traditions such as field trips, 4th grade trip to Mackinac Island, 5th grade camp, special parties, units of study, and events provide tradition throughout the grades. Smaller traditions such as announcements, the Martell cheer, and Team Huddle provide consistency during the weeks. Martell is rooted in tradition, and these traditions have been consistent throughout the years. Martell is always looking to add to their school-wide traditions. New this year are student led assemblies that bring the school together, led by students, sharing with the school community.

There are key strategies that have encouraged students to develop to their full potential in academic, emotional, physical, social and cultural areas. Academically, not only is a robust core curriculum provided, but safeguards are put in place for students struggling to attain the ambitious outcomes provided. A Multi-Tiered System of Support (MTSS) is in place for students not at benchmark during designated times of the year. Teachers and support staff work tirelessly to provide world class instruction to all students in a Tier 1 setting, small group instruction and intervention to students needing a Tier 2 intervention, and specific targeted goals and instruction for those needing intense Tier 3 intervention. At Martell Elementary School, staff incorporate Culture of Thinking routines across all subject areas to deepen student learning, as well as integrate evidence-based practices from New Pedagogies of Deep Learning as the most current instructional practices. Emotionally, all students are supported by an incredibly supportive staff taking time to fully implement our building wide character program, as well as taking the time to meet the emotional needs of their students as they realize this is the foundation for academic success. Physically, our students are given many opportunities to move and exercise. They are provided three recesses daily, have the opportunity to be part of a daily Mileage Club, a weekly Mustang walk before school, and a monthly movement calendar that bridges the school-home connection. Our classrooms are social in context, with teachers understanding the importance of student talk, collaboration, communication and empowerment. Students are provided opportunities within the core curriculum to share, collaborate, and extend as they work through not only the curriculum, but in the bigger context of the real world and their surroundings. They also have opportunities, such as student led assemblies, to grow in their leadership from ownership to empowerment as they take on real world problems such as presenting on Breast Cancer Awareness, and also Martell problems such as skits on how to show Grit in learning.

Culturally, Martell students have a love for the world around them. With over 134 students as English Language Learner, students are immersed in culture and different languages of the world. Staff understands, embraces, and supports cultural diversity and is fortunate to have an English Language Learner (ELL) teacher and paraeducator on staff. Events such as Multicultural Night give all students a chance to showcase

their family heritage. Martell students are encouraged and supported to be their best selves with the guidance and help from a world class staff, supportive and involved families, and the strength of the community at large.

The success of Martell Elementary School is credited to numerous programs that support student academic growth, social development, and emotional development. These are all supported by the Martell staff, the Troy School District, the students and the parent community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Martell Elementary School's core curriculum is based on the Michigan State Standards. In our school, we have been working to establish ambitious outcomes for each core curricular area. To address the learning standards, we have implemented a variety of strategies to improve and meet the needs of all students.

At Martell Elementary, staff incorporate Cultures of Thinking routines across all subject areas to deepen student learning. In Language Arts, Lucy Calkins Reading and Writing Workshop Units of Study is the instructional model used in Troy School District to support the students as they continually develop their skills in reading, writing, listening and speaking. This curriculum is aligned to the National Common Core Standards. We focus on challenging our students to be skilled readers, writers and thinkers that effectively comprehend and communicate in a global society. Each Reading and Writing Unit of Study includes mini-lessons; predictable conferences and small groups; mid-workshop teachings and shares; performance assessments, exemplar student work, rubrics, and anchor charts; extra teaching tools for conferring with readers; and read aloud texts. There are four major units of study for each grade level: two fiction and two nonfiction. The Writing Units of Study follow the three types of writing: narrative writing; persuasive/opinion/argument writing; informational and functional/procedural writing. Our comprehensive reading assessment centers around the Fountas and Pinnell Benchmark Reading System; it also includes anecdotal records, rubrics, and checklists. Students who are not at grade level at designated benchmark windows receive research based Leveled Literacy Instruction (LLI) in the classroom.

1b. Mathematics:

In mathematics, our district uses Houghton Mifflin Harcourt's Math Expressions for curriculum delivery. These materials were chosen because they are based directly on the Common Core State Standards and provide support materials suitable for instruction, intervention and enrichment. Math Expressions is an inquiry-based program, which supports problem solving development of number sense and higher-level thinking. Students are encouraged to share their thinking and various methods of problem solving. Students often benefit from the collaboration of sharing multiple strategies. One powerful instructional approach is encouraging students to justify their thinking. This can be done through words, diagrams, pictures, or examples. These practices require students to make sense of problems and to persevere in solving them. Students must reason abstractly and quantitatively, as well as, articulate their thinking and critique the reasoning of others.

For the past several years, our school has identified a math goal as part of our North Central Accreditation process. Our current math goal is focusing on math talk and participating in meaningful class discussions. Students are being challenged to complete 3 act math tasks, which are real world problems that require them to apply a variety of mathematical skills covered in their current units of study. Students are assessed in the beginning of the year, and at the end of the year to compare the percentage of students engaged in meaningful class discussions. Cultures of Thinking routines are used across all grade levels as a means of formative and summative assessment for student learning.

1c. Science:

Our science curriculum uses the FOSS (Full Option Science Systems) program. This is an active learning science program allowing students to explore through meaningful experimentation. Students build intuitive knowledge through exploration, observation, and open-ended activities. Students are encouraged to ask questions, look for evidence, record observations, and make predictions. Our science instruction seeks to harness the natural curiosity our students bring to the classroom. As teachers we mold this curiosity into deep understanding of critical scientific concepts and thinking. Students are exposed to the scientific process in each grade level.

Students are exposed to the scientific process in each grade level. Students show mastery of concepts through individual work, small group work, performance assessments, rubrics and the learning progression on their grade level science standards. Cultures of Thinking routines are used across all grade levels as a means of formative and summative assessment for student learning.

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

Our social studies curriculum focuses on the major components of culture, history, economics, government, and geography. Students begin in kindergarten learning about families and local communities and continue to expand learning throughout the various grades to include Michigan, U.S. and world history, along with geography, regions, economics as well as social and cultural trends. At each grade level, social studies learning includes opportunities for collaboration around informational text, writing and participation in a variety of field trips. Teachers create activities that incorporate role playing games, simulations, creative projects, group problem-solving, and reading to learn about the world around them. Audio text is available for students who are reading below grade level as well as our English Learner population. Cultures of Thinking routines are used across all grade levels as a means of formative and summative assessment for student learning. A special note that because Martell is such a diverse community, our school enjoys celebrating with a special Multicultural Night showcasing different cultural customs, foods, and the arts.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Our special area classes expose our students to essential life skills through vocal music, instrumental music, physical education, media, Spanish, and art. The physical education program is centered on five physical assessments: cardio vascular endurance, speed and agility, flexibility, core strength, and upper body strength. Students are tested throughout the year on these physical skills. Research shows that having a physically active life style is essential to brain development. Our physical education teacher promotes and models this life style through Field Day, Troy Fitness and Health Celebration Run, monthly health and fitness calendars, weekly Mustang walks before school, and Mileage Club at lunch.

Vocal Music focuses on the four creative processes of creating, performing, responding, and connecting. In grades one and three, students have a yearly performance showcasing their musical talents.

Our visual arts program develops problem solving and critical thinking skills that are needed for the 21st century. Students are taught to use the creative process to communicate and express themselves. Appreciation and exploration of various cultures and historical periods are also covered. Students learn to respond visually, verbally, analytically, and creatively through a wide variety of materials. Students' growth is monitored through teacher observation and self-evaluation. The overall goal is to respect and value diversity.

The media program teaches students digital literacy and digital citizenship. Students learn to locate and evaluate appropriate print and non-print as a 21st Century skill. There are two books fairs a year to promote literacy in the classroom and at home. Students learn about coding and receive database training as well.

In addition to the fine arts program, the Troy School District provides students with an introductory FLEX (foreign language experience) model program. Research has shown that children who receive world language instruction benefit in many ways from early exposure to a second language. Students learn through

various types of media and hands-on activities.

Our 5th graders have the special opportunity to be a part of the band or orchestra program. All 5th graders receive instruction throughout the year on how to play an instrument and conduct performances. Many of our students continue to play their instruments through middle and high school.

Throughout the year, students in grades K-5 receive instruction in vocal music or instrumental music, art, and physical education for 45-minute sessions, 44 days throughout the school year. All students receive media and Spanish instruction for 45-minutes, 22 days during the school year. We feel these curricular areas allow students an opportunity to shine in other, non-academic areas. Students have shared with classroom teachers how much they enjoy and look forward to participating in these classes. Through these specials, students have become more confident and comfortable within the school setting.

As educators, we feel these special areas support our academic goals by promoting language and reasoning, increased coordination, emotional development, imagination and intellectual curiosity, discipline, risk taking and teamwork. More specifically, students who struggle with fine motor skills benefit from skills learned and practiced in physical education and the arts, which help them with writing in the classroom. When students have the opportunity to practice teamwork skills outside of the classroom, they can bring those skills back and apply them to rigorous academic tasks that require collaboration. When students are encouraged to use their imagination and natural curiosity through music and art, they are apt to think more deeply as writers and scientists.

One of the greatest strengths of our school is that our specials teachers connect their instruction with the core content of what's being taught in the classroom. The collaborative piece between classroom and special area teachers supports our school's goal of creating a community of lifelong learners.

3. Special Populations:

Martell Elementary School utilizes norm referenced academic assessments, interventions and instruction to enhance the academic needs of our diverse special student populations.

At Martell Elementary School, our staff systematically collects norm referenced, benchmark data to guide instructional practices. All kindergarten students are screened in reading, writing and math prior to the school year to ensure class placements meet the needs of all students. At Martell, the staff communicates, collaborates and monitors student progress formally three times a year in order to maximize the learning experience for all students.

All Martell Elementary teachers monitor the individual progress of each student. Students who have deficits in reading receive small group instruction in Leveled Literacy Intervention (LLI). All Martell teachers have been trained in this research based intervention which is adapted to support the MTSS process for students reading below grade level. In math, students are assessed in each Math Expressions unit prior to instruction. Teachers utilize formative assessments, to track progress and offer support. Students below grade level, receive small group instruction, Math Recovery intervention and peer support. In writing, Martell Elementary School utilizes the Lucy Calkins units of study. This program allows for students to work at their own pace and receive support as needed. Support includes small group work, coaching and conferencing with the teacher.

For students requiring tier three intervention we have Reading Recovery for first graders. Our Literacy Specialist tests all first graders that are below grade level twice a year. The bottom four students are qualified for Reading Recovery support. These students meet daily for 30 minutes one on one with the Literacy Specialist. This intervention lasts between 12-20 weeks. The program is tailored specifically to work with what the student knows and builds upon that. There are two rounds per year. The goal is to discontinue these students on grade level. Students in Grades 2-5 in need of Tier 3 support are instructed in the FAST program, Story Champs, and/or Seeing Stars. These programs are used with our most struggling readers to close the gaps in their learning.

For students with disabilities who have an Individualized Education Program, curriculum based measurements are utilized to tailor specific, specialized instruction. Students with reading deficits receive systematic instruction to support orthographic and phonological processing to enhance meaning and contextual understanding. Like reading, math and writing curriculum based measurements are utilized to guide specific, systematic instruction. Students will receive Math Recovery instruction and differentiated Math Expressions support to enhance learning. Lastly, writing is highly specific to the unique needs of our students. Students receive direct instruction utilizing the Lucy Calkins curriculum.

At Martell Elementary School, we have a diverse English Language Learner (ELL) population. Students are supported daily in and out of the classroom in various ways. ELL students that have little to no English are placed in small groups outside of class time in order to build up vocabulary and oral language. ELL students that have more English skills are supported in the classroom. Our ELL teacher and paraprofessional go into classes and help support learning that is taking place in context. These supports help students become more proficient in the English language as well as meeting the students where they are and helping them be successful in and out of the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Martell Elementary School's learning community is truly a family that learns and grows together. Martell Elementary School strives to create a community of lifelong learners, leaders and risk takers. We pride ourselves on putting our students and our learning community first and it radiates in our hallways, classrooms and hearts.

From the very moment the students are dropped off, they are greeted by staff, bus drivers, fellow leading classmates and teachers. Car doors are opened by staff greeters, front doors are held open by student leaders, and the front office is buzzing and waving morning hellos. Learners and staff walk in the front doors and are not just entering school for the day, we are entering our second home. The hallways are wrapped up in student work, art, visible thinking routines and joy. Moments later you hear our leader and teammate greet us with morning announcements, music and just flat out positivity. The tone that is set, and always has been, is that the Martell Elementary School's learning community cares, puts students first and will do what it takes to ensure all students grow socially, emotionally and academically.

On any given morning before students walk in, you may find teachers gathered around in a voluntary early morning book club, researching, reading, debriefing, and most importantly connecting about life experiences, how we can best teach, and how we can encourage a climate that fosters learning for all. One might see a staff meeting take place where teachers get support, shout outs and the most relevant best teaching practice training and support. You may hear staff asking about family, laughing, leaning on each other and learning from each other. When we say we are family, it's because we are. At any given moment our principal will pop in and say hello to students and ask if there is anything at all we need. There is truly a sense of community here at Martell where all students, staff and community members feel valued. Because of this sense of belonging, we are motivated to work for each other and our learners. Passion and dedication are clear, and because of that, the whole child is being attended to.

We pride ourselves on not only delivering the most relevant content to students, but also making sure that all facets of the learner are nurtured along the way. We are very proud of our dedication towards character education, team building, and making sure students are really seen and heard in and outside of the classroom. For example, our Team Huddle is a school wide program to develop community across grade levels and our Child Study team is supportive and proactive for staff and learners. As you can see, one walks out the doors of Martell at the end of the day, leaving with the excitement and anticipation of arriving back the next morning.

2. Engaging Families and Community:

A strong sense of community between our school and families is a key element that we believe plays a significant role in the success of our school. Every staff member and stakeholder believe this to be true, which is why we strive to bridge a strong partnership between school and home. To begin these partnerships, it is important that relationships are built from day one between educators and students, as well as staff and our families.

Martell strives to be an extension of every student's home. We engage families through a broad base of communication methods to involve and inform them on a daily basis. Our weekly "Martell Monitor" is emailed to our school community every Friday outlining upcoming events, student accomplishments, district news, tips for parents, curriculum updates, and anything else our school community feels compelled to share. In addition, numerous emails from our dedicated office team are sent out to keep families up-to-date, and our technology support staff is diligent with keeping our school website updated daily. Our devoted teachers also reach out to families via educational platforms such as SeeSaw and Schoology, along with email, personal phone calls and face-to-face interactions. More recently, staff consistently shares student activities through Twitter, #MartellThinkers, as well as using it as a tool to acquire new instructional strategies.

We begin the year with our Curriculum Night where all grades, specials staff, and support staff welcome families into their classrooms. This is an opportunity for teachers to share with families an overview of the year by outlining curriculum, student expectations, learning routines, and school events. However, most importantly, it is an opportunity for staff to introduce themselves on a more personal level.

The school activities we offer throughout the year give families the opportunity to volunteer and partner alongside their child's learning experiences. Some of these events include classroom volunteering, mystery reading during March is Reading Month, Multi-cultural Night, Trunk or Treat, Science Night, and Fun Fair. In addition to these events, various grade levels and specials teachers host unique events connected to curriculum in which student family members, businesses, school board members, and school district administrators participate. Many of these include learning about the dangers of tobacco and alcohol use by doctors from Troy William Beaumont Hospital, educating students about making good choices from the Troy Police Department through our "Got Caught" program, Hobby Day, Wax Museum, and "Reader Man" to present kindergarten reading strategies.

Due to the high number of English Language Learner students, we conduct an annual ELL parent advisory luncheon and meeting where we record feedback from parents about likes, dislikes, and hopes for our ELD program improvement. We send out a parent newsletter to communicate English learning ideas that parents can use at home. As an outreach, we hand out annual public city library card sign up forms at school and sign ups for city public library introduction tours. A highlight is that we have annual field trips to the city nature center, give away family tickets to the Detroit Symphony July 4th concert, and invite new parents to the parent diversity inclusion council. We hold immigrant family connection nights. One of which is an interactive board game night with other families. Families take home new games to play.

As a result of our strong Martell Family, our students thrive because of the positive, supportive environment that is created through communication, events, and every day activities that occur in our school. It is apparent that students can see how our staff and school community work collaboratively to ensure their success in school and ultimately for our future. Through these communication methods, and events, our rigorous academic goals are met because we have shared a vision in which all stakeholders are able to support the needs of each and every student.

3. Professional Development:

The strength behind Martell's professional development approach is that our work is directly tied to the evolving needs of all staff members and students. We consistently focus our work on enhancing students' academic and socio-emotional growth.

At our building level, our teachers play a main role in facilitating professional development sessions. This is due to our building administrator clearly setting the stage with the message that our work is to be meaningful and impactful. Our administrator works closely with staff members on individual goals and school wide goals. As a vital resource and mentor, our administrator is a pillar of support, whom staff members count on and utilize to encourage quality, rigorous instruction and personal growth. Her personal goals are always tied to our school wide goals, which helps connect collaboration and professional development opportunities. After setting school wide goals and analyzing student data, we work together to create strategies that will be implemented across grade levels throughout the year.

In the fall of 2011, our school began studying the Cultures of Thinking philosophy by Ron Ritchhart. Part of this work included a book study of Dr. Ritchhart's first book, "Making Thinking Visible." We were also fortunate to have had Dr. Ritchhart headline district kickoffs and professional development sessions on numerous occasions. Since 2011, Martell Elementary School staff members have focused multiple professional development sessions per year to support our work on Cultures of Thinking (CoT) and have embraced this new approach in our daily teaching. Our efforts have invoked a tremendous positive shift in the culture of our classrooms due to the deepening of student thinking and their ability to eloquently and confidently communicate their thinking. An example of our CoT focused professional development in action is our Teacher Lab within Martell and across OneTroy, in which our teachers open their classrooms

to fellow Martell and Troy teachers for observation opportunities. Immediately following observations, staff members debrief with a focus on student learning. This reflective approach has been key in helping us improve our practice by way of collaborating about effective instructional strategies, formative assessments, and curricular outcomes.

The Troy School District (TSD) also sought out a partnership to invest in the learning of our staff with Teachers College Reading and Writing Project through Columbia University. This partnership symbolizes our commitment to world class instruction through high quality professional development. Teacher representatives from Martell traveled together with other TSD teachers to Teachers College for summer Homegrown Institutes on the teaching of reading and writing. Together, staff developers at the Project, our Martell teachers, and educators from across the district and globe studied methods and planned curricula, revitalized our thinking, and most importantly, encouraged our students to lead rich and literate lives. This flourishing partnership has guided much of our homegrown professional development sessions within Martell over the past few years, and our students have reaped copious benefits.

4. School Leadership:

Our school's leadership philosophy is centered around the theme of 'One Team, One Dream', feeding into the district leadership philosophy of 'One Troy'. The Martell Elementary School principal has a vision that is centered around each staff member having opportunities to be involved in and lead school initiatives. Staff use data to drive decisions and there is support and collaboration among all stakeholders. By fostering relationships and trust, student achievement will continue to increase because of the focused, dedicated work of our staff. The leader inspires staff through modeling, capacity building and use of best practices.

Martell Elementary School staff members serve on school improvement teams, child study teams and data teams. The principal and instructional staff work together to look at the data presented from each grade level, monitor and track student progress, and provide appropriate interventions as needed in an MTSS system of support. Professional development is determined from a combination of district and building initiatives and staff need. Martell staff have equal opportunities to be part of school initiatives. All staff serve the school on one of our three building improvement teams. These teams collect student data through the year and use that as formative and summative assessment to drive our instruction to meet our goals. In addition, staff serve on additional teams that support the success of the three building improvement teams.

District wide, our curriculum leaders and central office team equally embody a shared leadership philosophy. Through monthly grade level and district wide CAT (Content Area Teams), all staff are involved in meaningful, goal oriented Professional Learning. They take great care and pride in delivering world class professional learning to all staff that is in alignment with the district mission, vision, values, goals and initiatives.

The Martell Elementary School PTO meets monthly with the building principal and teacher representatives to plan for initiatives that support the school mission and vision. The philosophy of the PTO is to welcome and engage as many Martell families as possible. Through monthly meetings and communication, they are able to share information about the opportunities available for involvement. School events such as Multicultural Night, Fun Fair, Fall Festival, holiday parties, Parent-Child nights create opportunities to gather as a school community. This organization has raised significant funds to enhance our curricular areas. Our parents are learning and social partners in education.

Martell students take an active role in school leadership. All students are involved in a Team Huddle that meets monthly. Older students have the opportunity to be involved in service and safety squad, student council, and classroom buddies. Students take initiative to plan and execute our monthly student led assemblies performed for the entire school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice we believe has had the most influence on our school's success is deep relationships between all stakeholders. Martell Elementary School prides itself on the relationships held between staff, students and families. This is the foundation of all we do at Martell, and strong relationships are valued as the heart of teaching and learning. Relationships are valued and intentionally worked on with all stakeholders.

The school leader prioritizes a knowledge of the staff on a personal level and provides opportunities for the staff to develop those relationships together in and out of school. Staff functions that facilitate time to get to know each other are provided in and out of school such as monthly snacks/lunches, outings, team building activities, special lunch days and morale activities.

The staff prioritizes relationships with students by going above and beyond to provide opportunities to connect with students. Monthly, all students are part of a Team Huddle which is a K-5 mixed grade group that meets with an adult as a mentor in the building to help promote school wide character initiatives. Staff provides opportunities for students to spend time with them to connect socially during lunch or recess through groups that are purposefully planned. Through small group work and conferencing in content areas, teachers develop deep relationships with students.

The leader and staff prioritize relationships with parents by attending and supporting the numerous PTO meetings and events held throughout the school year. Attending and being active participants is a visible sign of the relationships being built.