

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 3500 Dutton Road
(If address is P.O. Box, also include street address.)

City Rochester Hills State MI Zip Code+4 (9 digits total) 48306-2228

County Oakland County

Telephone (248) 726-4200 Fax (248) 726-4205

Web site/URL https://www.rochester.k12.mi.us/pages/327/musson E-mail lwalsh@rochester.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Robert Shaner E-mail rshaner@rochester.k12.mi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rochester Community School District Tel. (248) 726-3000

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

(Superintendent's Signature) Date _____

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

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	37	75
1	35	42	77
2	46	42	88
3	48	52	100
4	36	40	76
5	39	44	83
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	242	257	499

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 19 % Asian
 - 1.5 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 9 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2018	499
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Arabic, Russian, Spanish, Korean, Ga, Portuguese, Albanian, Tamil, German, Turkish, Chinese, Marathi, Malayalam, Greek, Gujarati, Konkani, Hindi, Kannada

English Language Learners (ELL) in the school: 16 %
78 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 15

8. Students receiving special education services: 10 %

48 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 2

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
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

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 26:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2014

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

To ensure learning and to encourage positive citizenship through embodying the elements of a professional learning community for student learning, collaboration, and results.

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

PART III - SUMMARY

Musson Elementary is a diverse learning community focused on continual growth. Our students are curious, sophisticated, and well rounded. Our adults are attuned to our children, engaged, and bring a global perspective. Our families prioritize and advocate for education and our staff are dedicated, high performing professionals. We are a proud elementary school within Rochester Community Schools. Our district has a rich history that dates back to 1827 with a single schoolhouse and has grown alongside the suburban community we serve. Today, our community houses a wide variety of companies at the forefront of technology in engineering, robotics and the Big Three automotive industry. As a previous recipient of the 2014 National Blue Ribbon School Award, this recognition and receipt has been a point of pride shared amongst the greater Rochester area. With its vibrant downtown, beautiful parks and recreation, cultural opportunities, and well-regarded schools, our area continues to grow and attract new families.

Musson continually embarks on researching and implementing best practice approaches to engage students in learning and deepen their understanding. Currently, Musson is utilizing the work of Michael Fullan and New Pedagogies of Deep Learning (NPDL) to cultivate learning environments for students. This work is focused around six key competencies including character, critical thinking, creativity, communication, collaboration, and citizenship. We believe these six skills encompass and develop problem solving, socio-emotional learning, empathy, compassion, and leadership skills within our students to thrive in the real world. NPDL also allows for students to become leaders of their own learning. Our teachers understand that not all students follow the same learning journey, so it is imperative that we create classrooms that foster passion and persistence, allowing students to dream, then challenging them to be risk takers and take action.

Our Diversity Committee plans and implements training with the staff to create a culture of learning that meets the needs of all of our students. Through district level training, our administrator and our committee members bring back their learning to share with the Musson staff. So far we have used our time together as a platform to explore our own personal identities, cultures, and values. Thus, knowing ourselves first, we are better able to reach our learners and connect to our students. We have also discussed how we can build relationships with our students, which leads to building culture within our school community. We welcome and honor all family's perspectives, values, and traditions. We incorporate lessons and literature in each classroom that mirror the students we have here. Our goal is to better ourselves so we can better our instruction. The culture of our classrooms and our school is important to us and we hope to continue to grow in this capacity.

Peacemakers, designed by a California based company, Soul Shoppe, is a special program implemented at Musson that gives students the tools they need to solve conflicts constructively and restoratively. The Peacemaker Program supports students by encouraging them to solve peer conflicts through restorative practices. The children at Musson are taught that all students are Peacemakers. Peacemaker Leaders are nominated by teachers and students to support other students in solving peer conflicts. The Peacemaker Leaders provide prompts and guidance for students to walk the Peace Path when they solve a problem. The Peacemaker Leaders do not solve the problem, they provide supported prompts to the students by utilizing Peace Key phrases. During the 2018-2019 school year, the Musson PTA generously supported our school by bringing Soul Shoppe back to Musson for training. Over two days, students experienced an assembly, and there was a para educator meeting/training, a staff support meeting, a parent support meeting, and a full day of training for our Peacemaker Leaders and Peacemaker Teacher Liaisons. During the training, the students were involved in a variety of team building activities, leadership strategies, and acted out scenarios. The Peacemaker Program provides wonderful opportunities for students to spread kindness and work together to solve problems.

When honored in 2014 with the recognition of the National Blue Ribbon Award, the Musson Elementary community was proud and appreciative. As is the design of such a recognition, this award affirmed the hard work of our students, staff, families and community in upholding excellence in education. We have continued to persevere as an educational community that creates an environment of belonging for students and families. We strive to serve as an exemplar of all that is good in public education. We seek to grow and

learn in all areas and to be an example to our students of thoughtful and critical learning to enhance the community around us. We strive to respond to the students we serve and meet the needs they express in an ever changing time of education and our world. We are honored to be selected for application again through the National Blue Ribbon Program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Musson, our curriculum aligns to state and national standards. It is designed to challenge all students and provide the appropriate support for all students to be successful. Research on how students learn best is the basis for our instruction. Teachers are provided with materials and units of study along with professional learning experiences to develop their knowledge, content and practices. They are then given the flexibility to deliver the content in a manner that best fits their personal strengths, beliefs and knowledge of students' needs. Data driven decision making, through regular analysis and in a prescriptive manner, ensures our instructional models are highly effective.

A variety of assessment opportunities are utilized to gather feedback on student learning and drive instructional design. Throughout the year, teachers utilize formative and summative assessments that are analyzed against both local and national norms. Curricular assessments, as well as application opportunities, provide our teachers with insight around not only knowledge acquisition but the development of student understanding.

As Vygotsky says, "Learning is a social endeavor." We design learning with this fundamental belief in mind. Students engage with their peers in pairs, small groups and through whole class discussion to build connections and understanding. By studying the work of Harvard University's Project Zero and Dr. Ron Ritchhart, we are developing a culture of thinking at Musson. Our staff places instructional priority on their language use, environment and thinking routines to elicit deeper learning experiences and opportunities.

1b. Reading/English language arts

All grade-level teachers implement Teachers College Reading Units of Study and Writing Units of Study. Kindergarten through second grade classrooms also implement Phonics Units of Study. The purpose of the Reading and Writing Units of Study is to assist teachers in their design of setting realistic goals, implementing instruction, and carrying out practice to allow students to excel and achieve at a high standard. Reading Units of Study each span approximately five to six weeks in the classroom, with each unit comprising three to four sub-units, called "Bends." These shorter bends break up the larger unit, allowing teachers and students to grow and work with confidence in smaller parts. This enables our students to reach one reading or writing goal at a time. Musson Elementary believes in the 10 Essentials Elements of Reading Instruction, which are also supported by the Reading Units of Study.

Each reading and writing session contains a mini lesson which is teacher-led, explicit instruction. The architecture of the lesson remains the same day to day allowing students to anticipate and feel comfortable in their learning journey. After the lesson, students are sent off to begin their own independent work. As students are working, they will draw on a repertoire of strategies that they may have previously learned in prior lessons or bends. During this independent work time, the teacher confers with students and leads small group lessons based on student needs. Partway through independent work time, the teacher stands and delivers a mid-workshop teaching point that could be reflective of the present lesson, a past lesson, or a new lesson based on their observation during independent work time. The workshop ends with a share, where the class joins back together to talk and think deeply on their daily work and goals.

An example of a first grade mini lesson in writing is titled Bringing Characters to Life. One way a writer can do this is by telling the small steps. Students should tell the parts of how a character got somewhere. This helps the reader imagine what is happening. For example, instead of writing 'I went to my room', teachers suggest students may want to try, 'I darted up the stairs and flopped onto my bed'. Another way to bring characters to life is to unfreeze them. Teachers suggest students can unfreeze a character by making them move or making them talk (adding dialogue). Teachers model how to bring characters to life through shared writing, and then during independent writing time, students attempt to bring characters to life by telling

small steps or unfreezing them.

Another example of a 2nd grade mini lesson in reading is explicitly teaching tricky phrases. Students learn that authors use tricky phrases because they want the reader to pay close attention to learn that they are saying something important. Teachers share that, as a reader, it is our job to stop at a tricky phrase and try our best to understand what the author is telling us. The teacher models how to stop at a tricky phrase using a mentor text and then students move to independent reading and in their own books find tricky phrases and think about the meaning of those phrases.

1c. Mathematics

Our students participate in the Everyday Math 4 Program which integrates instruction in mathematical content and mathematical practices. Instruction focuses on problem-solving, reasoning, explaining one's thinking and moving from concrete to abstract thinking. Instruction is differentiated within classrooms. Intentional groupings and materials provide opportunities for various levels of challenge and supplemental skill work. Technology supports targeted practice and enhances the home school connection with math exemplars. Fundamental skills are developed within five mathematical domains as defined by the Common Core State Standards: Measurement & Data, Numbers & Operations in Base Ten, Numbers & Operations with Fractions, Operations & Algebraic Thinking, and Geometry.

Priorities within math instruction include problem solving in real world and mathematical contexts; instructional design that revisits concepts to ensure depth of knowledge and long term learning; multiple practice opportunities through routines, games and other activities; opportunities for writing and reasoning about math to document strategies and communication skills for solving problems; engagement in open response problems that foster non-routine problem solving and provide students with the opportunity to justify their solutions and compare strategies with others; instruction that supports the "productive struggle" while maintaining high cognitive demand; and ongoing assessment opportunities for teachers to monitor student progress and adjust instruction.

Math workshop is used in our 3rd grade classrooms. During this workshop model, students rotate to different activities that support previous and present math learning. These rotations provide multiple practice opportunities through routines, games and other activities. For example, students will go to four different rotations; lessons with their teacher, technology based and games rotation, fact fluency rotation and independent task. At the teacher rotation, students receive a mini lesson and complete their journal page. At the technology/game rotation students will play a game focused on a specific skill. For example, these may include an attribute sorting game, multiplication top-it or an area and perimeter race. Students will also have an independent work rotation which focuses on all of the 3rd grade concepts covered to date, for example, rounding, graphing and multiplication. Last, students will work on fact fluency which focuses on their multiplication and division facts. This workshop model allows for teachers to perform ongoing assessment opportunities to monitor student progress and adjust instruction.

Another example from our 5th grader classrooms includes students creating a taco truck. For this assignment, students have opportunities for writing and reasoning about math to document strategies and communication skills for solving problems. Students create their own business using math skills (decimals, area, and perimeter) to make a food taco truck business become a reality. This is a project based learning activity that puts all of the job responsibilities in the hands of the students. The activity focuses on challenging students to create and design while using math skills, applying problem solving techniques, and collaborating with others.

1d. Science

Our Science curriculum provides a balance of life, earth and physical science units of study. We utilize a cross-curricular format incorporating STEM, inquiry-based, hands-on activities and community classroom experiences. Students participate in investigations followed by talking and writing about their observations and understandings in journals. Some examples of our outdoor education include hands-on student activities like: maple syrup harvesting, water cycle and conservation, pollution investigations and a fifth grade

overnight camp outing.

One unique experience at Musson is our annual Science Day. Designed and facilitated by a PTA member, this experience partners with Thermo Fisher Scientific. An impressive amount of preparation and volunteerism collide to create a full day of in-house experiments for students to explore. Researchers and scientists from Thermo Fisher present lab safety and teach through interactive, multi-media presentations. Students are then provided a hands-on experiment opportunity. These have included creating slime/oobleck, lemon volcanoes, elephant toothpaste, extracting strawberry DNA and many others. Thermo Fisher also generously donated student protective gear like googles, aprons, gloves and water bottles as a fun keepsake.

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

Our teachers implement a wide variety of hands-on learning experiences to engage students in the social studies curriculum.

Social studies at the lower elementary level integrates social emotional learning, teaching students how to be a part of a community and learning about their place in the world. This is integrated through experiences such as classroom responsibilities, partnerships, group work, family involvement, and projects that center around “paying it forward.” Instruction is differentiated through a wide variety of materials including Brain Pop videos, Discovery Streaming, online projects that incorporate technology/research, and audible resources available to students. Students engage in community activities such as “Flat Stanley” where they send a paper doll to a family member or friend who has a job that provides a service or good. When “Flat Stanley” is returned, the project is shared with the class along with pictures and artifacts about the job.

In our upper elementary classrooms, students take a visit to the Rochester one-room school house and museum, which connects students to our local history. Students also participate in “Market Day,” where students earn play money, design, create, and sell goods/services to students across all grade levels, based on economic skills learned. Students use their knowledge of skills learned such as opportunity cost, supply and demand, marketing, profit, etc. to make their businesses successful. This experience is a great example of New Pedagogy for Deep Learning (NPDL) as Market Day combines all six components. Musson invites community speakers in to teach/share artifacts about Native Americans, offering enrichment to the curriculum. Musson also invites presenters from the Ford Piquette plant who give historical information on Henry Ford and the development of the Model T. The presenters have brought their own Model T cars for students to have a hands-on experience learning about these historical vehicles. Students engage in a wide variety of simulations, for example, acting out trade routes across the Silk Road, teaching students how traders made profits. Students practice responding to scenarios from multiple perspectives of people across history through diary/journal entries including, “Step Inside” and “Tug of War” Visible Thinking Routines.

Formative and summative data from M-STEP, as well as other types of ongoing assessments, help drive our instruction and ensure mastery of social studies skills and concepts.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The World Language Program at Musson begins in first grade. Students are introduced to basic conversational Mandarin and immersed in Chinese culture on a weekly basis. Through comprehensible input and authentic resources used in classes, students acquire skills on both listening and speaking in Chinese, and learn how to communicate effectively.

As part of a well-rounded education, every student in kindergarten through fifth grade is guaranteed musical instruction at Musson. Students meet twice a week for thirty minutes of general music. Musical instruction aligns with state and national standards for music education, and is differentiated to meet the interests, skills and abilities of each and every student. Young musicians cultivate their skills in a cooperative environment

to create, perform and respond to musical elements through movement, vocal and instrumental performance, composition, musical notation, music history, technology, games, and cross-curricular connections. An advanced choir is offered as an extra-curricular opportunity for fourth and fifth grade students, with up to 95 students participating in the ensemble. The music program celebrates over a dozen student performance opportunities for the school and surrounding community annually. Our program provides “Mission through Music” with past missions including virtual performances to White House personnel, sending care packages to troops overseas and perform virtually to deployed troops, and raising money at performances to donate to charities. Recent accolades include national recognition by the National Association of Music Merchants Foundation as one of the Best Communities for Music Education in 2020 for the fifth consecutive year.

Students in Musson’s Physical Education Program participate for sixty minutes per week in which they grow their skills to become healthy, active, and mindful citizens. Students focus on loco-motor skills, physical fitness, object control skills, rhythmic activities and sports through a lens of sportsmanship, teamwork and collaboration. Musson has four school wide activities that promote Physical Education. Musson is a supporter of the Kids Heart Challenge. The mission of this program is “building healthier lives, free of cardiovascular diseases and stroke.” Through the Kids Heart Challenge students learn jump rope skills, nutrition and how their heart works while raising money to help kids with special hearts. Every fall, students participate in a “Fun Run” event in which students run for 15 minutes and count laps to raise money for our PTA. In the spring, staff and students participate in a run club. At the end of the year, the school participates in a “Field Day” that promotes cooperative teamwork, respect for each other, good sportsmanship, physical fitness and the opportunity to compete as a whole student body. Self-esteem, camaraderie and the courage to attempt all events make all of our students winners.

Students also participate in a Visual Art Program at Musson Elementary to cultivate their love and practice of art. Student artists work on concepts that build on the foundation of creating art using the Elements and Principles of Design such as line, shape, color, balance, movement, and more. Art history is also incorporated into the visual arts curriculum; contemporary & traditional art and the lives of the artists are integrated into the students' creations. Everyday life and the student’s own experiences and environments are also a part of their visual art learning. Musson Elementary's visual art program celebrates student artwork throughout the year with art displays that are curated and transitioned often, as well as a large district k-12 art show. The visual art program at Musson also supports the National PTA Reflections Program, encouraging students to use their creativity to support the theme of the year. Students are offered several opportunities throughout each year to engage in art contests in the community. Fifth grade students are given the opportunity to travel and experience the Detroit Institute of Arts Museum, making connections to their own art and past art education.

Our Library Media Program includes sixty minutes a week to develop the skills to find and use information effectively and ethically, foster a love of literature, and create a culture that values critical thinking skills. These abilities are used authentically with a deep integration of media skills into classroom curriculum through collaboration. Students will master a variety of tools to learn, create and convey original ideas or illustrate concepts through integration of emerging technologies and applications. All students engage in keyboard skills, computer coding, digital citizenship curriculum and Google Apps for Education. Students K-5 also participate yearly in our district-wide Authors in April program which inspires children to read, encourages them to appreciate a variety of literature, and opens their worlds to a life-long love of reading. In addition, with the support of Harvard’s Graduate School of Education our Information Literacy Specialist is exploring maker-centered learning practices for students.

With a robust and newly revitalized Positive Behavior Supports and Intervention (PBIS) system in place at Musson, we’ve recently been exploring a systematic way to implement character education in addition to this framework. Through work being explored by our staff Restorative Practices Committee, several staff members are piloting The Positivity Project Program for the 2019-2020 school year. The Positivity Project Program’s mission “is to empower America’s youth to build positive relationships and become their best selves.” The Musson community, as well as the Positivity Project, believe that relationships “are the cornerstone of health, happiness, and resilience” as well as a much needed area of development for students to be successful in their future employment.

3. Academic Supports:

3a. Students performing below grade level

At Musson, we implement a Multi-tiered System of Supports for students performing below grade level. We hold monthly grade level meetings to address how to best service students based on the most recent data. We alternate between data driven meetings and supporting teachers and staff with curricular needs. At our data based meetings, we continuously update data, identify Tier 2 and Tier 3 student needs, and create and plan how we can academically support these students to help meet their learning needs. We check in every 6-8 weeks to review data and alter our instruction and intervention groups if needed.

Based on Musson's reading data, struggling readers in grades 2-5 receive Leveled Literacy Intervention (LLI) instruction as a Tier 2 intervention. The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention which provides daily, intensive, small-group instruction and supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. Students in grades 2-5 work in the learning center four times a week for 30-40 minutes.

Additionally, Musson has implemented the Reading Recovery Program during the 2019-2020 school year. Our Learning Consultant is receiving college graduation course work to implement this program through Reading Recovery and Oakland University. This is a thoroughly researched and proven early literacy intervention for the lowest-achieving first graders. Individual students work one-to-one with a specially trained teacher for only 12 to 20 weeks and receive daily 30-minute lessons. The intervention requires ongoing data collection for each child who has lessons. This data drives the individualized, flexible and fluid daily instruction. These practices involve close observation for the purpose of in-the-moment teaching adjustments and for feedback to inform students about how to improve.

3b. Students performing above grade level

At Musson, as well as throughout Rochester Community Schools, we maintain and uphold a belief that all means all for student learning. This includes our students that perform above level. Each spring, we use district math assessments, state assessments, and iReady assessment data to help identify students who excel in math. We then assess students in grades 2-4 to see if they meet the expectations for advanced math placement. If they pass the advanced math placement tests, the following year they travel to the next grade level class daily for instruction. This requires extensive vertical, cross grade level collaboration amongst teachers and our learning consultant. Our focus is always on meeting the needs of our learners, including those that qualify for accelerated options.

In the areas of language arts, we utilize a workshop model of instruction that offers embedded differentiation. Students receive daily mini-lesson instruction and then progress through independent practice that is specifically aligned to their level. Teachers conference individually or in small groups with students to further their learning and target their specific needs.

To extend our advanced student support further, we implemented a new enrichment opportunity for the 2019-2020 school year as a pilot program. Based on iReady data, state assessment data, and end of the year district data, 4th grade students who did not qualify for advanced math placement were invited to participate in a math enrichment program. This enrichment program meets weekly. In this enrichment program, we supplement the 4th grade curriculum, play Math Pentathlon games to enhance critical thinking, and complete New Pedagogies of Deeper Learning (NPDL) math based project learning. Students in this enrichment program have demonstrated strong skills sets in the area of mathematics, yet still require instruction at their current grade level. We are receiving positive feedback and look forward to growing this enrichment program further.

3c. Special education

Students who receive special education services at Musson are instructed in small groups to target specific skills in phonics, phonemic awareness, comprehension, math, and writing. Highly qualified teachers instruct in alternative curriculum in reading and math. They also tie in concepts taught in general education to help support their literacy and mathematical development. Students in alternative reading curriculum use assistive technology to access higher level text, which allows them to participate in book clubs and discussions in the general education setting. Students' specific math needs are met based on their individual learning styles, regardless of age or disability. Students are progress monitored bi-monthly on goals and objectives. Data is used to drive instruction in specific areas of need in math, reading and writing.

Students also receive special education services through a push-in model at Musson. This model is used so that students are in the least restrictive environment. Students with special needs have their interventions met in the classroom with highly qualified staff supporting them in their own classrooms. General education and special education teachers collaborate to ensure accommodations are understood, implemented and tracked in all settings. Special education teachers modify and accommodate tests based on each student's specific needs. For example, of the seven students who are in fifth grade general education social studies, two students receive an accommodated version of the test, one receives a modified version, and the rest have the test read aloud in a small group setting all based on highly individualized planning.

Our students also receive a wide range of ancillary support services based on needs determined by the Individual Education Planning Team. Students may additionally receive speech and language, social work, occupational therapy or physical therapy supports based on their needs. Our school psychologist is also deeply involved and will support students intermittently or through the evaluation process.

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

Per our 2019-2020 pre-ID rosters, we do not currently have more than 10 identified ESL students at any one grade level in the building. We do utilize para educator support for our students that qualify for services based on their WIDA assessment data. When supporting our ESL students each week, (pending grade level and language proficiency level) we typically will work on (extended) language acquisition that includes vocabulary, figures of speech and words with multiple meanings. We support our classroom teachers while reading a wide range of text(s) that include working on comprehension and fluency. We also work together in producing written text(s) independently, while we focus on structure, vocabulary (usage and spelling) and overall organization. We also often support our students and staff with direct assistance in "in-classroom" core curriculum. If students are met with challenges in regards to a specific or more complex language-based assignment, we will support our students in comprehending the language/vocabulary of the assignment along with the completion of it.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Musson Elementary creates a student focused environment with the whole child in mind. We value the academic learning of our students and know that requires strong social/emotional support to occur. At a whole school level, we recently revitalized our Positive Behavior Intervention and Supports (PBIS) system. Through staff committee work, stakeholder input and student and parent information sessions, we have grown clarity around our behavioral supports. At Musson, we focus on Being Safe, Being Respectful and Being Responsible. A matrix of expectations was created that offer students explicit examples of desired behavioral interactions in various locations throughout the building. Students are recognized for demonstrating desired expectations through earning Musson coins. These coins are then utilized in our school store, the Musson Stable, to purchase items or opportunities like reading with the principal or free seating at lunch. Further staff committee work has focused on learning and growing our understanding of restorative practices and supporting student belonging through implementing these approaches. Our cultural diversity work, heavily supported through our PTA, seeks to grow student belonging as well. Whether it is our parent led International Evening, yearly Lunar New Year celebrations, Black History Month assemblies and presentations or other activities, we seek to build student engagement through developing connection and community. Several classrooms are also currently piloting the Positivity Project Program that supports character developing and community through daily class meetings.

Our students have many opportunities to engage a variety of activities at Musson. Our PTA supports a wide range of clubs including chess club, math club, Junior Great Books and an after school Kindness Club to name a few. Additionally, we have a robust and involved student council that leads our school community in citizenship opportunities including recently organizing a fundraiser for the Australian wildfires. Our Student Council led our school to raise nearly \$10,000! Our Student Council has helped redesign and lead our school assemblies to promote engagement and cross grade peer partnerships. They redesigned our holiday “Kids for Kids” assembly, bringing more awareness to what it means to be giving and thankful. As fifth graders, students have the opportunity to participate in safety patrol. These amazing Mustangs help younger students in and out of cars each day, off the bus, to and from after school programs and through making school deliveries each day. Our Peacemakers Club offers 2nd - 5th graders leadership opportunities through a peer to peer conflict resolution program. Finally, our classrooms partner up to create buddy opportunities with older/younger students. They visit each other several times a month to complete crafts, read together and connect.

2. Engaging Families and Community:

We believe to effectively engage families and our community we must do so through effective communication. Musson Elementary has an updated school website that displays teachers’ classrooms, updated events, lunch information, and additional school information. Also, families are provided with weekly school and classroom newsletters. Our school learning is shared through an active twitter account. Teachers and parents communicate regularly and teachers make it a priority to answer emails within 24 hours.

Parents are invited to play an active role in the elementary school even after their children have continued on to middle school. Our principal collaborates regularly with our Parent Teacher Association (PTA). This allows for an open line of communication between parents and the school leadership. Our PTA holds monthly meetings at the school, both during the day and at night, to accommodate all parents. Parents are provided an opportunity to share their praises and concerns for the present and future of the school.

Musson Elementary hosts events and fundraisers to engage families and our community. The school year always begins with a World of Welcome Event. Throughout the year, our school and PTA collaborate to host a Fun Run, Ice Cream Social, Game Night, Parents Night Out, and Field Day that include local businesses who make donations to the school. We strive throughout the year to create new learning opportunities through the involvement of community members. This year we celebrated our school’s

diversity through an assembly to celebrate Black History Month and an African storyteller joined us. Also, community members created displays and had a lunch assembly to celebrate the Chinese/Lunar New Year. These events engage our families and community through the celebration of diversity within our school. Rochester Community Schools supports engaging families in learning together with our district Authors in April program. In April, authors are able to visit our community and school to inspire our students as readers, writers, and illustrators. Our media specialist and a committee of volunteers work throughout the year to create learning opportunities for students such as bookmark and illustration contests. The whole school works together to incorporate learning about our April authors.

Parents and family members are also invited into our classrooms. Teachers create sign-ups so that parents can be involved in student learning, chaperoning field trips, and classroom celebrations. Parents are encouraged to play a role in our classroom learning through leading a small group game or helping students turn in Musson coins for prizes. Parents help to plan classroom celebrations and enjoy activities with our students. Each classroom values parent involvement and builds relationships with families so they feel comfortable to get involved.

3. Creating Professional Culture:

For the past two years, Musson Elementary has embarked on a journey of committee work. All staff members were invited to choose and explore on committee work that was of interest to them.

Our Diversity Committee has been working on presenting information to staff for Cultural Proficiency Training. We have completed two three-hour sessions for professional development so far. In the first session, we explored our own personal identities, values, and cultural beliefs. We talked about how being culturally proficient in the classroom is an inside out process, with first getting to know ourselves before we can appreciate and fully get to know others. In the next session, we explored seeing new perspectives and looking at classroom strategies that can help us form a cohesive and warm learning environment that our students feel comfortable learning in and belonging among. This work has been very well received among the staff and we are all eager to continue this journey of cultural proficiency together as a community!

Our Best Practices Committee has been working on defining what universal accommodations look like at Musson. All means all. Universal accommodations are available to all students to help build student success. We also spent time planning the grey area of when it is important for teachers to document this data. We created a problem solving packet for teachers to use to help document accommodations for struggling students. This data is then used at team meetings to aid us in decision making. We are in the process of creating a handbook using the Multi-Tiered System of Support framework for universal accommodations, both academic and behavior/social emotional components. In addition, we began digging deeper into implementing New Pedagogies of Deep Learning (NPDL) at Musson. A team of staff members have been attending county meetings diving into NPDL work. The committee also recently presented to the staff the process and the importance of documenting universal accommodations.

Our PBIS and Restorative Practices committees have found their work to be dovetailing nicely and shaping culture at Musson. The PBIS committee recently revitalized the framework for positive supports and our Restorative Practices committee is now looking into character education programs to lay upon that foundational framework.

Further, to help support and grow professionally, we have monthly grade level meetings. During these grade level meetings, we alternate our focus. One focus is on supporting the reading and writing curriculum. We survey staff on their specific questions or areas they would like support. During this time, we share articles, provide tools and resources for teachers and have important discussions that help guide curriculum implementation. Data digs are our other main focus at grade level meetings. Data is updated and shared with school staff so that all staff can take ownership in adjusting and improving their work

Another way that teachers are supported at Musson is through professional resources. Each of our committees has a book study which helps drive committee work. In addition, committee members have also had the opportunity to attend professional training sessions through Oakland Schools, our intermediate NBRS 2020

school district. Further, staff members have attended district and county training focused on social emotional learning and trauma-informed practices after the tragic loss of a sibling to a student in our community.

Teachers are also supported through personal goal setting during one on one meetings with administration. Teachers create grade level and personal goals based on their passion areas and feedback. Together, with administration, they brainstorm ways to reach and excel at these goals.

4. School Leadership:

A proud member of the Rochester Community Schools team for 15 years, our administrator has served as the principal of Musson for 2 years now. She has dedicated that time to building and growing relationships with students, families, teachers and staff. While not administrative positions, the leadership team at Musson also includes the learning consultant and teacher-in-charge role. Our learning consultant supports teaching and learning through coaching, designing professional learning, resource management and instructional supports in every grade. Our teacher-in-charge supports building managerial needs and much of the culture and climate work that grows our community while also serving as a full time teacher. This team engages in regular dialogue with each other and with teachers to ensure a collaborative approach.

Our principal's leadership mission is to continue to grow and support the exceptional learning community of Musson Elementary. An environment where teachers, students, parents and administration come together to learn and grow. She inspires and designs opportunities for working together to develop life-long learners who seek answers, and then, write more questions. Our emphasis is on the learning journey and supporting the development of critical thinkers and problem solvers. Nurturing a safe space for taking risks, making mistakes and enjoying the process of growth and change.

With this as the vision, she supports the staff having the freedom to try and fail, to explore, grow and seek out innovative ideas. Through established trust and respect in open dialogue and real connected interactions, Musson is a place where a true professional learning community flourishes. By designing committee structures that offer shared leadership, autonomy, choice, and personal growth, our teachers are growing into being at the helm of the work at Musson. This allows staff to pursue their passion areas and creates an exceptional learning community that moves past the "work" and focuses on the process, the journey, growth of character and the whole child. She incorporates families and works diligently with our tremendously involved PTA. Building awareness and understanding so that parents are empowered to fuel student growth outside the school walls.

Whether the interactions of our administrator are during planned teacher meetings, like our PLC meetings monthly, professional learning, quick stops to ask questions, student or parent interactions, or, unfortunately, during times of crisis, she approaches those interactions with supportive, active listening and by inviting those involved to help shape the plans needed to move forward. Our work at Musson, in everything each of us do, is focused on the whole child. We are a community in which all means all and we all share the leadership to accomplish that each day.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As elementary educators, we believe that literacy is a moral imperative. To achieve this imperative, we utilize a strong workshop model approach to literacy instruction. While we can describe this technique of instruction in great detail and analyze its design, there is far more to the workshop model than simply methodology.

By implementing the workshop model in our literacy instruction, students are afforded consistent, daily instruction that helps cultivate lifelong reading habits. They thrive and grow when given direct, meaningful literacy instruction coupled with ample opportunities to read self-selected, accessible text.

Each reading and writing session contains a mini lesson which is teacher-led, explicit instruction and the architecture of the lesson remains the same day to day thus allowing students to anticipate and feel comfortable in their learning journey. After the lesson, students are sent off to begin their own independent work. As students are working, they will draw on a repertoire of strategies that they may have previously learned in prior lessons or bends. During this independent work time, the teacher confers with students and leads small group lessons based on student needs. Partway through independent work time, the teacher stands and delivers a mid-workshop teaching point that could be reflective of the present lesson, a past lesson, or a new lesson based on their observation during independent work time. The workshop ends with a share, where the class joins back together to talk and think deeply on their daily work and goals.

This practice not only shapes the learning of literacy for students in the crucial elementary school years, it transforms the culture of a classroom into something that is felt. Akin to the elusive state of “swing” in the sport of rowing, when all oarsmen are in perfect unison, the classroom experience of a well-developed workshop model creates a similar state of joy. Our teachers strive each day to create this experience for our students. We are proud of our high levels of student academic achievement and find great reward in their success. We are also extremely proud to place true value on student joy and love of learning and accomplishing that through the practice of our workshop model.