

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 188 Michigan Avenue School Road Northeast  
(If address is P.O. Box, also include street address.)

City Cleveland State TN Zip Code+4 (9 digits total) 37323-5408

County Tennessee

Telephone (423) 478-8807 Fax \_\_\_\_\_

Web site/URL https://maes.bradleyschools.org E-mail apanni@bradleyschools.org

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Linda Cash E-mail lcash@bradleyschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bradley County Schools Tel. (423) 476-0620

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

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

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 45         | 40           | 85          |
| 1                     | 40         | 34           | 74          |
| 2                     | 46         | 42           | 88          |
| 3                     | 36         | 40           | 76          |
| 4                     | 32         | 38           | 70          |
| 5                     | 39         | 43           | 82          |
| 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           |
| <b>Total Students</b> | 238        | 237          | 475         |

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 2 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 6 % 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 2020 - 2021 school year: 11%

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.

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year   | 31            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year | 21            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 52            |
| (4) Total number of students in the school as of October 1, 2020   | 472           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.11          |
| (6) Amount in row (5) multiplied by 100  | 11            |

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

French, Greek, Portuguese, Spanish, Russian, Ukrainian, Hindi

English Language Learners (ELL) in the school: 3 %  
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 227

8. Students receiving special education services with an IEP or 504: 12 %  
57 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. 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>11</u> Other Health Impaired                |
| <u>5</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>29</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

|  | <b>Number of Staff</b> |
|--|------------------------|
| Administrators   | 1                      |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.  | 23                     |
| 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.   | 8                      |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3                      |

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 22:1

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

| <b>Required Information</b> | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 95%       | 94%       | 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 2021.

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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. 2003

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

As supporters of lifelong learning, the Michigan Avenue School is dedicated to providing a challenging, nurturing environment where students excel.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://tsbanet-my.sharepoint.com/:w/g/personal/policy\\_tsba\\_net/EcJE7W2OxmxBj2rLqY3bp6IB9CthW0tpKnyp7hUXdBlgQ?e=kb1wKx](https://tsbanet-my.sharepoint.com/:w/g/personal/policy_tsba_net/EcJE7W2OxmxBj2rLqY3bp6IB9CthW0tpKnyp7hUXdBlgQ?e=kb1wKx)

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

## **PART III – SCHOOL OVERVIEW**

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Located in Bradley County, Tennessee, Michigan Avenue School (MAS) lies just outside the city of Cleveland and is surrounded by pockets of high-poverty. MAS is one of the largest Title I schools in the area; however, about one-third of our school's population comes from homes zoned for other schools. Our out-of-zone students travel to us from all over the region. It is not uncommon for parents to drive twenty to thirty minutes to and from school just so their child can attend Michigan Avenue. Currently, each grade level has a waiting list of out-of-zone students. There is a high demand for homes in our zone within the real estate market.

Michigan Avenue School is known throughout the community and state as a school committed to the core values displayed in our logo: Honor, Integrity, and Excellence. We believe that each student is valuable and deserves a high-quality education provided by well-trained and loving teachers. We view success not only by the level of proficient students, but also by the engagement, smiles, and joy displayed during the learning day in our classrooms.

The uniqueness of Michigan Avenue lies in the beautiful economic diversity of our student population. We have homeless students, and we have students who live in million-dollar homes. Our car line consists of Alfa Romeos, Mercedes, Hondas, and Pontiacs from the last century. For some schools, this variance in the population might prove to be problematic. For Michigan Avenue, it is the foundation of our strength and reveals the lifeblood of the school.

While we are highly focused on academic achievement, we pride ourselves on the community that has been created in the midst of our diversity. Recently, one of our more affluent parents shared the joy that Michigan Avenue brings to her family. She stated that she appreciates the opportunity we give parents and caregivers to donate money to pay for another student's field trips, school shirts, or art supplies when the need arises. Giving to meet a classmate's needs makes her feel like she is part of something special, a community of learners who depend on one another.

The staff at Michigan Avenue strives to meet the academic needs of all of our students, increasing the number of students showing proficiency in math and reading each year. Most of our staff members have worked at MAS for more than fifteen years, yet the teaching, learning, and school culture demonstrate a desire to learn and grow in order to resist staleness in our professional practice. Our teachers demonstrate their commitment to professional learning by seeking out effective teaching strategies, participating in lesson studies, and collaborating with their teams and other professionals in the building.

At MAS, all really means all. Regardless of our students' zip code or their household income, each child is respected, encouraged, challenged, and supported each day. We closely monitor our students' academic, physical, and emotional well-being as it is the heartbeat of why we do what we do.

Michigan Avenue's success cannot be traced back to a single program, a solitary leader, grade level, or a parent organization. The continued success of our school lies in the tapestry that is created in the sum of its parts. We do have standards-based curricula, strong administration and teacher-leaders, master teachers at every grade level, and a hard-working, exceptionally supportive parent organization. However, none of those things in isolation could create the success we have experienced. It is all of our staff and parents working together each day to ensure that each day is better than the last, and all children are thriving and well.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

The entire Michigan Avenue school community is committed to striving for Honor, Integrity, and Excellence in all things. Stakeholders firmly believe that school exists for the benefit of all children and to ensure that all students succeed. The faculty of Michigan Avenue continuously strives to coordinate rigorous instruction to the state standards as well as to the adopted curriculum. Teachers have 45 minutes of daily common planning, as well as a monthly half day of planning with their grade level team to support the implementation of excellent instruction, mentoring, and goal setting. Every content area is carefully planned by grade level teams with support from the Instructional Coach. Using the standards and district framework, goals are set and clear learning targets and success criteria are created and aligned to standards. We strive daily to engage our students in reading, thinking critically, connecting, and responding through rich discourse and writing.

To make the most of each instructional minute, all K-5 students receive 135 minutes of daily ELA instruction, 75-90 minutes of daily math instruction, 120 weekly minutes of differentiated workshop instruction, and 45 minutes of daily science and social studies in grades 3-5. Each day, students attend 45 minutes of a Related Arts class in either technology, physical education, library, or music education. During these classes, students engage in activities that support classroom instruction with a STEAM (science, technology, engineering, art, mathematical) emphasis. Programs, such as after-school classes for the academically talented, tutoring for the at-risk population, BETA club, and safety patrol, are a few of the additional offerings we employ to ensure academic success and enrichment for each child. This description of curriculum offerings provides a snapshot of our instructional program; it does not thoroughly reflect the plethora of undertakings teachers employ daily to increase the level of learning and understanding to meet our high standards.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Reading and English/language arts instruction are highly prioritized at Michigan Avenue School. Teachers believe it is important for all students to become successful readers inside and outside the classroom and work together with grade level teams to ensure that instruction is effective and rigorous in each classroom. They plan reading lessons that are fun and engaging while also closely aligning to the rigor that the Tennessee State Standards demand. All grade levels dedicate a 135-minute block of their schedule to reading instruction each day. During this time students receive whole group instruction in foundational skills, reading comprehension, writing, and grammar. Teachers in primary grades focus heavily on foundational literacy skills that will provide students with the ability to use phonemic awareness and phonics skills to become successful early readers. As students progress, the focus shifts toward comprehension in the upper grades where students are taught how to use various comprehension strategies to deepen their understanding of complex texts in multiple genres. Throughout the grade levels, discussion and accountable talk are used to teach students to think critically about a text, explain their thinking, and use text evidence to support their ideas. Writing is taught as a way to respond to literature. Teachers provide students with rigorous writing assignments that bring opportunities to develop written communication skills that enable students to demonstrate deep understanding of what they have read.

Providing instruction that is accessible to all learners is an important aspect of reading instruction. Benchmark testing is completed three times per year in order to help teachers understand the individual needs of each student. We use a technology-based program called iReady Reading to provide individualized, standards-based instruction for each student. Lessons are assigned based on benchmark testing data to place each student on a path of lessons that is tailored to the skills on which they need to work. Data collected from this program is useful for identifying areas of concern and informing future instruction. Teachers also provide small group instruction to every child during our reading workshop.

Students spend 30-45 minutes each day in these small groups. Teachers use data compiled from benchmark testing to group students based on skill levels. This time of targeted instruction is crucial for closing achievement gaps and instilling confidence in our young readers.

As a school, a critical desire is for students to develop a love of reading that will last a lifetime. In order to develop excitement and promote engagement towards literature, students are given the opportunity to participate in activities such as Read Across America Week. The Accelerated Reader program is utilized to encourage students to read books that are at an appropriate level based on their scores from benchmark testing. Students love to participate in this program that challenges them to read and pass comprehension quizzes. As they pass quizzes, students are given the opportunity to earn trips, parties, and prizes; however, the ultimate goal is to help them become better readers.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Math instruction at Michigan Avenue School is highly effective and engaging. All grade levels have a seventy-five to ninety minute math block each day which allows for rigorous instruction. The Bradley County Schools math framework starts with a number sense or fluency routine. For many classrooms this may include a number talk, a “would you rather” discussion, or a “which one doesn’t belong” exercise. Our goal at Michigan Avenue School is for students to become mathematical thinkers. These number sense routines help students build number sense while also requiring them to calculate quickly and use higher level thinking. Our math lessons end with individualized instruction to meet the needs of every student.

Michigan Avenue School’s math curriculum is derived from Curriculum Associates, the adopted textbook for the Bradley County School System. This curriculum is aligned with the Tennessee State Standards and promotes a hands-on learning approach through the use of manipulatives and peer discussion. Our teachers use the Explore lessons in the curriculum to introduce our students to new math skills, allowing a productive struggle. During this productive struggle, our teachers are there to give support through assessing and advancing questions. These types of questions help the students deepen their understanding of the new content, therefore, allowing them to learn through the struggle. Mathematical discourse is used in every grade level throughout Michigan Avenue School. We know that students gain a deeper understanding of mathematical concepts when they can explain their thinking through discussion with their peers.

In order to meet the individual needs of all our students, we supplement math instruction with a standards-based, online program which aligns with our curriculum. This program, known as Ready Math, allows us to progress monitor our students and assess their understanding of the curriculum through comprehension checks and standard mastery quizzes. After the students take the initial diagnostic test, Ready Math puts them on an individualized path within the program. The paths include lessons in four domains: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Our teachers use these individualized paths to supplement their instruction. The data gathered from summative assessments help guide our teachers in their instruction and target areas of concern, while success criteria is used as a formative diagnostic for students to self assess their own work.

As a result of rigorous instruction and building mathematical thinkers, Michigan Avenue School has consistently tested well above the district and state on the Tennessee Comprehensive Assessment Program, TNReady.

### **1d. Science curriculum content, instruction, and assessment:**

At Michigan Avenue, helping our students develop a strong foundation for science skills is a vital part of preparing them for future careers. Science instruction is guided by the Tennessee state science standards. The Houghton Mifflin Harcourt Tennessee Science curriculum is used to help teachers plan lessons that are aligned to the state standards. Students learn about scientists and different scientific careers and how to ask and answer scientific questions, use scientific vocabulary, and investigate through inquiry.

In addition to our science curriculum, science instruction is supported heavily by outside resources. Teachers meticulously search for instructional aids to provide students with as much well-rounded

knowledge and experience as possible. Videos and photographs of scientific concepts in the real world are used to provoke curiosity as well as help students visualize what they are learning. Online resources, such as Brainpop and Flocabulary, are used to enhance scientific vocabulary while providing students with fun ways to recall information that might otherwise be challenging to remember. Our reading curriculum and school library are rich with informational text that teachers use to enhance their science instruction and provide students with materials to use for scientific research.

Science experiments and hands-on experiences are implemented regularly. For example, students plant and observe lima bean seeds in kindergarten while our fifth graders create real solar ovens that bake s'mores. The purpose of these activities is to engage students and create interest in science. These activities also allow them to experience the scientific method in real life and apply the knowledge they gain from lessons in the curriculum. During scientific experiments, students engage in scientific discourse as they work in groups. They discuss ideas and work out problems that may arise within the experiment and make any adjustments necessary to ensure that the experiment ends in the intended result.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Michigan Avenue School uses an integrated approach to social studies instruction. The literacy curriculum includes many fictional and nonfictional passages based on social studies content. From community helpers in kindergarten to the plight of Native Americans in third grade to the Civil War in fifth grade, the social studies standards embedded in the texts span across grade levels.

Our social studies curriculum varies depending on the grade level. The lower grades (K-2) use Studies Weekly while the upper grades (3-5) use Gallopade curriculum. Both curricula are standards based, align with our Tennessee standards, and integrate reading. The curriculum helps students develop higher order thinking skills by applying, analyzing, and creating.

Our teachers supplement the social studies curriculum with project-based learning opportunities. Each grade level benefits from the historically rich area in which we live. Field trip opportunities include the study of local government, landmarks identifying the Westward expansion as well as Civil War battlegrounds. Each excursion is focused on bringing our rich history to life.

On campus, we host a "Christmas Around the World" event. This is a component of our parental engagement initiative. During this event, families "travel around the world" to experience the food, music, and historical traditions of a variety of cultures represented in our school community.

### **1f. For secondary schools:**

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

## **2. Other Curriculum Areas:**

Students at Michigan Avenue School participate in four related arts classes each week: computer/technology, library, music, and physical education. These classes are forty-five minutes a day and on a four-day rotation. On the fifth day, our related arts teachers teach STEM classes to students during their related arts time.

In computer/technology class, our students participate in a wide variety of computer-based programs. These programs focus on keyboarding skills, using technology to create art, coding, digital citizenship, and internet safety. The students learn that technology is not just an entertainment source but also a tool that can support life-long learning.

In the library class, students use a variety of tools to learn how to research, engage with library-based media programs, and choose reading materials independently. The librarian supports the English/Language Arts curriculum by teaching lessons based on grade level literacy standards. She also coordinates with teachers to develop strategies and lessons that support the science and social studies curriculum through project-based learning activities.

In music class, students learn concepts and musical terminology. Students participate in a variety of activities from singing to experimenting with different musical instruments. Students explore ways to use technology to create different musical sounds. They learn to read and play music. Third through fifth grade students are also given the opportunity to try out for our MAS Chorus each year. These students perform at various school functions and around our community.

In physical education, students learn about maintaining a healthy lifestyle. Our PE teacher develops activities that enhance cognitive, motor, and physical fitness for every student. The students participate in building endurance through aerobic activities, and they engage in games and activities that encourage students to take an active role improving their overall health.

On Fridays, our Related Arts teachers step out of their area of expertise to plan and develop STEM lessons for our students. These lessons give students the opportunity to practice collaboration, communication, critical thinking, planning, and problem-solving skills. Through these lessons, our students engage with each other, brainstorm possibilities, create and test theories, evaluate, and redesign. However, ultimately, they learn life lessons by navigating how to work together to solve a challenge.

The guidance counselor at Michigan Avenue supports students by scheduling weekly or biweekly lessons with each class throughout the school. In these lessons, she teaches character building traits, conflict resolution, and career/life skills. She is also readily available to meet with individual students as the need arises. She coordinates with one of our Community Partners, Capstar Community Bank, to reward our Leaders of the Month. These students are chosen based on the character traits taught both in her class and the regular classroom.

This year our school provided students the opportunity to audition for and participate in a full-length musical. Cast members attended a summer drama camp where they were introduced to terminology and the roles in a dramatic performance. First grade through fifth grade students participating in the play spent several months practicing after school under the supervision of several teachers and staff. Two performances of Disney's *The Little Mermaid, Jr.* were presented on the campus of Lee University in March 2022.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Michigan Avenue strives to meet every students' needs by guiding, supporting, and pushing them to be the most successful learners possible. In addition to the differentiated and rigorous Tier 1 instruction students receive, some students receive increased academic assistance through Response to Intervention Services (RTI). iReady reading and math diagnostic test results are used to help determine if RTI is needed. Students who fall below the 25th percentile on these benchmark tests are identified as possibly needing an educational intervention. Once identified, a survey-level assessment (SLA) in AIMS Web is administered to identify the areas of deficit. These areas include letter naming, letter sound recognition, sight word recognition, reading fluency, reading comprehension, number sense fluency, and concepts of mathematics skills. This data, along with classroom assessments and teachers observations, are analyzed at data team meetings to make appropriate and informed decisions to place students in a Tier 2 or Tier 3 intervention group accurately.

Interventions are explicit, systematic, and research-based. Programs used are: Early Interventions to Reading, Corrective Reading, Language for Learners, Heggerty, Open Court Intervention Guide, Reading Mastery, Read Naturally, Zoom In, and Voyager Math. Each program used is designed and monitored

weekly by highly trained personnel in a small group setting to ensure success and growth. All RTI groups meet five days per week for 30 to 45 minutes a day.

RTI student progress is evaluated by the RTI Coordinator, principal, school psychologist, ESL teacher, guidance counselor, a team of classroom teachers, and other needed specialists. This team reviews student data in an individual discussion bi-quarterly to monitor the student's progress, attendance, classroom grades, behavior, fidelity, and other factors that could be hindering the child's learning experience. During these meetings, the team discusses any necessary intervention changes, plans next steps, and celebrates student progress.

### **3b. Students performing above grade level:**

The teachers at Michigan Avenue School are passionate about meeting the needs of all students. Each day, students performing above grade level are presented with rigorous classroom instruction designed to motivate, challenge, and accelerate them in their educational path. Accommodations, small group projects, adaptive programs, and assistant support in small groups are examples of ways these students receive support. Michigan Avenue is a one-to-one technology school; therefore, each student has an issued ChromeBook or iPad for use throughout the school day, allowing teachers to provide individualized educational support. Teachers can assign projects in Schoology, a cloud-based learning management system, for specific groups or individualized students. Each student has an individualized adaptive learning path in I-Ready reading and math that provides students with the opportunity to acquire beyond grade level standards. Students in second through fifth grade have access to Redbird, an adaptive online Language Arts program which also provides opportunities for students to acquire beyond grade level standards. Accelerated Reader and classroom libraries allow the teachers to provide students with challenging texts appropriate for their reading level based on their lexile levels determined by their benchmark scores. I-Ready math and reading benchmark assessments are administered three times per year to all students. Teachers analyze this data, as well as use textbook assessments and standards-based assessments, to provide acceleration for these students.

Students who demonstrate advanced or proficient performance on TCAP, the state assessment, are inducted into the BETA Club which develops achievement, character, leadership, and service qualities in these students. BETA Club students are provided opportunities to showcase their academic abilities at the National BETA Club conference. Students performing above grade level are also invited to participate in after school programs for the academically talented. These programs vary in content, including STEAM, Mathletes, art, writing, and coding. Michigan Avenue is passionate about cultivating the talents and abilities of these students.

### **3c. Special education:**

Michigan Avenue serves a unique population of special education students with disabilities specified by the state of Tennessee. Each of these disabilities are supported and served through our special education team. This team is composed of a special education teacher and assistant, a speech pathologist and assistant, and the RTI coordinator and assistants. These highly-qualified teachers are consistently cross trained in K-5 standards, curriculum, diverse instructional programs, behavioral strategies, and assessments. Our special education teachers have received specialized training in developing quality individualized education plans, functional behavior assessments, behavior intervention plans, autism, Crisis Prevention Institute, and de-escalation techniques.

A continuum of services ranging from consultation to extensive support is provided based on individual student's needs defined by psychological reports, IQ assessments, data collected from the classroom as well as district, state, tier level assessments, and general education teacher input. Throughout the special education process and program, teachers collaborate to evaluate programming, groupings, specific accommodations, and modifications. Formally, progress towards a student's individual academic goals are shared with parents through bi-monthly progress monitoring reports, parent conferences, and annual IEP reevaluations.

Students in need of speech and/or language services are supported by our speech pathologist and assistant. Along with the teacher's observations and an evaluation of classroom impact, the speech pathologist conducts an evaluation using standardized speech and language assessments to determine deficits and develops an individualized educational plan for the student. The specific assessments include the Clinical Evaluation of Language Fundamentals, Oral and Written Language Scales, and Comprehensive Assessment of Spoken Language. The data and progress towards the student's individual goals are shared weekly through parent contact via note and practice as well as four times a year in the form of a progress report.

Students are assisted by using both pull-out and push-in models of support in the areas of reading, math, writing, and behavior. Exceptional education teachers collaborate with classroom teachers to help accommodate and modify assignments for students to have access to grade level work in a way that meets their academic and behavioral goals. In addition, occupational therapy, counseling, and behavior support are offered through school and community contracted services.

### **3d. English Language Learners, if a special program or intervention is offered:**

Michigan Avenue begins the linguistic identification process for potential English Language Learners at registration using the WIDA Screener. The assessment provides data on the English Language Learners (ELL) in the areas of reading, writing, speaking, and listening. This data, along with the Home Language Survey families complete, prepares the faculty to create an Individualized Learning Plan for our ELL student's and determine which of our students are Non English Language Background (NELB) and require monitoring by our ELL teacher. This plan includes collaborative academic, language, and social emotional goals tailored to the student's needs and provides accommodations and modifications that can be implemented in the general education classroom.

The ELL teacher at Michigan Avenue uses a differentiated approach to instruction. The ELL teacher pushes into the general education classroom and also pulls out students into small logical groups to ensure ELL students and teachers feel supported academically. ELLs are classified as a Beginner, Intermediate, or Advanced based on the WIDA Access test. This test also guides ESL instruction and helps determine individual student goals. The ELL teacher collaborates with classroom teachers, especially when pushing into the general education classroom, to help support vocabulary, use of classroom tools, finding resources, and guiding learning. During the pull out instruction, the ELL teacher pre-teaches vocabulary and skills, references upcoming Open Court's curriculum content, and reviews spoken language pronunciation and grammar.

Michigan Avenue's ELL teacher reviews WIDA assessments and other stakeholders evaluations every four weeks. The data and observations assist in determining the effectiveness and readiness of individual students in regards to confidence in using their academic language knowledge in the classroom. ELLs are monitored weekly, and their data is reviewed by a team including the administration, regular education teacher, RTI coordinator, and other stakeholders.

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

Michigan Avenue is dedicated to providing every student with an educational opportunity to excel. This mission includes having protocols in place that allow students to access learning in every way. Historically, MAS has not had the opportunity to serve migrant students; however, a plan is in place should the need arise.

Students considered homeless are provided with the opportunity to work side by side with our principal and guidance counselor so that they have continued access to education at Michigan Avenue. These students are provided bus transportation from their temporary location, even if it is considered out of our school's zone. Our school's guidance counselor works closely with a community partner to provide "Snack Packs" for these students. These "Snack Packs" ensure that they are well nourished and not worried about food at home so that they can benefit fully from their educational time at Michigan Avenue. There are also multiple other community partnerships that provide these homeless students with clothes, shoes, jackets, and school supplies so they are equipped with everything they need to learn. Our guidance counselor works closely with

families to provide them with anything they need in regards to healthcare or psychological support for their students.

Michigan Avenue strives to support not only the educational well-being of each student but also the social aspect. Students considered homeless are given the opportunity to participate in programs that provide social support for Christmas. Giving all students access to society norms makes them feel more comfortable and confident. We have witnessed the impact of this support affect their educational experience in a positive way. Regardless of circumstances and life situations, Michigan Avenue provides every student access to all that education has to offer so that they can be the most successful learners.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Michigan Avenue faculty and staff place our students' well being, both academically and socially/emotionally, at the center of all we do. We understand that to engage students, we first and foremost, must build relationships with our students. These relationships span across grade levels and classrooms. Kindergarten through fifth grade teachers get to know the students regardless what grade or class the children are assigned. This is evident in the attendance of the extracurricular activities our teachers attend throughout the year. It is very normal to see Michigan Avenue faculty and staff at baseball, basketball, football, ballet, dance, and musical performances throughout our community, all in the name of supporting our students.

We believe well established relationships provide a foundation where students are ready to learn and grow academically. Comprehensively planned classroom instruction is designed to engage students on every academic level. The use of accountable talk, peer grouping, use of Learning Targets and Success Criteria, project based learning, Kagan engagement strategies, as well as appropriate use of technology keep students fully engaged and motivated. Teachers and students meet regularly to discuss and revise goals. I-Ready is used for goal setting and monitoring progress for students in both reading and math. In addition to individual goal setting, teachers at Michigan Avenue set classroom goals and challenges for their students to meet throughout the week and throughout the grading periods. These challenges are differentiated to the needs and abilities of the students. Rewards for meeting the challenges can be as simple as "Lunch Bunch," an activity during which students eat lunch in the classroom with their teachers, to as grand as an after school "date" with the teacher to the park, a local restaurant, or other various places.

There are several after school programs and activities in which students can participate. Teachers offer classes on a special topic. Fourth and fifth grade students who are interested in taking these classes rate their choices. The classes meet once a week for eight weeks. Some of the classes offered are Visual Art, Cooking, History of Board Games, STEM, Lego Robotics, Digital Scrapbooking, Digital Media Production, and Fitness.

While many school districts suffered through school closures during the pandemic, our school district has not been closed since the spring of 2020. During that time of closure, our school offered weekly work packets to our students, Zoom meetings with the teachers and staff, and food deliveries three times a week. Our Faculty coordinated a parade throughout our school zone so that we could connect with our students and their families. Our staff held outdoor drive thru celebrations for our end of the year grade-level celebrations and coordinated an outdoor Fifth Grade Graduation Ceremony.

### **2. Engaging Families and Community:**

Michigan Avenue has a welcoming family atmosphere within the Bradley County community. Our partnerships with the businesses and community resources are vital to the success of our school along with the parent partnerships we have created with the families attending Michigan Avenue. The support of our families and community partnerships provide Michigan Avenue with the resources needed to continue success in education.

Michigan Avenue receives immense support from many community organizations. Our partnership with Vulcan has secured school supplies, including backpacks and coats, for any student. Vulcan and Michigan Avenue Baptist Church donate money to our Empty Stocking Fund so that students and their families can receive Christmas gifts. The Caring Place provides "Snack Packs" for students who need extra assistance getting food for after school hours. Scottish Rites donates shoes each year for our students. The community support for the well-being of our students benefits the academic achievement we see in the classroom. Our students are equipped with tools and nutrition needed to perform academically at Michigan Avenue.

Our community partnerships also support teachers in their classrooms. Vulcan donated class sets of student

books for our 2nd grade students. This provides each student with the opportunity to access grade-level text to increase reading fluency and comprehension. The local Rotary Club donated dictionaries to our 3rd grade students. These students now have the ability to practice skills and increase their vocabulary using the dictionaries. Our guidance counselor partners with CapStar Bank to provide a golden dollar coin as a reward when selected for having a leadership impact at Michigan Avenue. We also partner with our local food drive and change collection to help our communities' families with the support necessary to continue excellence in education.

In addition to our community support, our families are heavily involved at Michigan Avenue. The Parent Teacher Organization (PTO) consists of individuals who meet throughout the year to set goals for the school. The PTO organizes school-wide events and activities, such as a Boo-Hoo Breakfast, Fall Fun Night, and a Fun Run. The PTO also volunteers in a variety of ways ranging from helping in the workroom making copies to chaperoning daytime school events and celebrations. The PTO works closely with our Family Engagement Coordinator to plan educational family nights including a Virtual Math Night, Christmas Around the World, and various literacy nights that provide families and students with access to educational resources and practices.

### **3. Creating Professional Culture:**

Michigan Avenue's faculty and staff embody the mindset to never stop growing. Our objective is to cultivate a professional learning culture, one in which we grow and learn from others outside the walls of our school as well as from one another inside our building. We know that in order to equip today's learners to be tomorrow's leaders, we have to be informed, engaging, expert educators, and that requires high-quality professional development.

Our desire at Michigan Avenue is to have a common vision and for our entire faculty to embrace an honest evaluation of every action to ensure it is in line with that common vision. We want every motive, decision, and action that is made to have been built on the foundation of being honest and executed with integrity and excellence. Our principal believes that, for Michigan Avenue to have such a culture, it must begin with leadership. Our leadership committee consists of the principal, Instructional Coach, RTI coordinator, guidance counselor, and two Math Teacher Leaders. Our principal has led the leadership committee in professional development from Patrick Lencioni's team management book, *The Five Dysfunctions of a Team*. This PD explores the pitfalls that teams face as they seek to grow together and the importance of building a climate of trust to be able to hold each other accountable in keeping with the common vision of the institution. Our goal is for the Leadership Team to share their learning with their teams so that this serves as a catalyst for perfecting the culture for which we strive.

Michigan Avenue has had top achievement mathematics scores for several years. We have a reputation throughout the district of having engaging and rigorous math instruction. Our math teachers have hosted a plethora of visitors from various districts to observe the ways in which we are developing mathematical thinkers. Teachers have participated in professional development with Susan Loveless, diving deep into the Tennessee Mathematics Instructional Focus Documents and using these to design Explore-Share-Discuss lessons. This math model ensures that all students have an entry point to succeed as well as provides acceleration for advanced students with posing purposeful questions that promote meaningful discourse. Our two Math Teacher Leaders provide several PD opportunities each year, including creating success criteria and using random grouping.

The Instructional Coach has provided PD in Kagan engagement structures, ELA and math curriculum implementation, and Access for All Students and provides ongoing instructional support with standards and pacing guides.

Keeping the importance of literacy at the forefront, we prioritize sending a team of teachers to our annual Title I conference that offers a myriad of subject areas ranging from academic to behavioral and social topics. The expectation of our team is to redeliver the content they obtain at the conference. We have had teachers return to train in a variety of content, such as dyslexia and dealing with students in poverty.

The principal provides regular high-quality instructional feedback from classroom visits and observations which serves as ongoing professional development.

#### **4. School Leadership:**

The administration at Michigan Avenue School leads with the compelling belief that all children matter and all children are valuable. The focus, the mission, and the work are completed so that our children have a better day, each day, than the one they had before. Every faculty meeting begins with the question, “How are the children?” This question comes from a beloved story regarding the Masai Tribe in Africa. This tribal nation uses this question as a greeting instead of hello. The greeting reveals the priority they place on children and their well-being. They know that if the children are well, the community is well. Michigan Avenue adopted this same philosophy by beginning each faculty gathering the same way, “How are the children?” Because the type of impact we desire to have on children cannot happen by an individual or a small group, the administration is committed to building a professional learning community characterized by collaboration, healthy collegiality, and leadership development.

Our school administration relies on shared leadership to ensure that no child falls between the cracks, that our mission is fulfilled, and that we remain focused on excellence in our instruction.

The responsibility to lead our school lies between three different entities: school administration, the instructional leadership team, and the operational leadership team. The school administrator is present in each of the three entities to strengthen the alignment among the groups and keep everyone focused on the mission of the school.

The instructional leadership team consists of five teacher-leaders in the building. Their responsibility is to lead the school community to exemplify the core values of honor, integrity, and excellence throughout the instructional initiatives in our school. They continually evaluate how our instructional practices impact our data and look for ways to strengthen knowledge of content and pedagogy. This team also participated in a reflective book study regarding the culture of our school, teacher morale, and next steps for professional growth at Michigan Avenue.

Our operational team consists of one representative from each grade level and department in our school. They direct the creation of schedules, the school calendar, budgetary concerns, and other non-academic initiatives, such as fundraising and behavior management in classrooms. This team is vital in acquiring input from staff members and communicating procedures to their teams.

Through the ongoing work of these teams, teacher leaders are developed in our school and in our district. Strong school-wide leadership creates an atmosphere where children learn and thrive.

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

Michigan Avenue provides a culture for equitable learning for all students. The faculty ensures that our school is safe, happy, and engaging for all students. Greeting students with a welcoming smile, handshake, or hug each morning before they even enter the building is a daily priority. The principal and guidance counselor maintain high visibility in our building to support awareness of students who may be experiencing circumstances that need additional attention. The faculty consistently models respect and equity as well as holding all students to high expectations. Students are expected to show respect not only to adults and authority figures but also to each other.

Our guidance counselor visits classrooms several times per month to teach character lessons, such as accepting each others’ differences as well as tolerance and respect. During Red Ribbon week, the guidance counselor presents lessons to reinforce the importance of living a healthy lifestyle and abstaining from drug and alcohol use. This week consists of days to celebrate being drug free. Michigan Avenue also partners with Centerstone, a behavioral health counseling agency for students with behavioral or mental health needs beyond the support that can be provided by our counselor.

To promote a culture of kindness and inclusivity, Michigan Avenue has sponsored a kindness month for several years. During this month, students read R. J. Palacio's book, *Wonder*. Students and teachers are encouraged to engage in random acts of kindness. As a culminating activity at the end of the month, Grayson Russell from the movie, *Diary of a Wimpy Kid*, spoke to our student body about the importance of kindness. Students and staff sign a kindness commitment, and the entire school participates in watching the cinematic version of *Wonder* as well.

During Black History Month, African American role models are featured on our daily MAS Morning Show to honor African Americans and raise student awareness of Black History. Teachers discuss and encourage students to share their experiences, questions, and feelings regarding Black History in a safe, non judgemental place.

Michigan Avenue recognizes that minimal racial and cultural diversity exists within our school. In order to provide diversity representation, our librarian has purchased texts that provide exposure and information about other cultures and ethnicities. Our Title I teachers organized a parent involvement event entitled "Christmas around the World." Each grade level hosted families to experience a different culture and country's holiday traditions and to participate in diverse foods, music, and crafts.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The one characteristic of Michigan Avenue that provides the foundation for our success is the overarching belief that all students can achieve their goals. The staff demonstrates an unwavering commitment to the belief that all students, with the appropriate support, can be academically prepared for what lies ahead. The culture in our building permeates with high expectations that strive for and emphasize honor, integrity, and excellence in every situation.

Living out our vision of honor, integrity, and excellence is not easy and does not happen by accident. We intentionally view our students as individuals first, then as classes, followed by grade levels. Our code of conduct, or honor, drives us to seek out the correct solutions for each challenge that our students face, whether that is social-emotional, academic remediation, or academic enrichment. Eight times a year, we assemble every classroom teacher and support teacher to discuss individual students who are not making appropriate progress. These teams consist of five to eight people, who are focused solely on the well-being of students at risk, those who are performing below the 50th percentile, and those who have extenuating circumstances that are causing a temporary disruption in their achievement. The diligence shown during these meetings to stay aware of each child's needs removes the likelihood that one of our children could "fall through the cracks" and not receive the support they need.

The integrity of Michigan Avenue School is evident in our reputation in the community. We are known for doing what we say we will do for our students, even when it is difficult. Integrity is shown in the lessons taught each day and in the relationships built with students and families. While not expected, our teachers come early and stay late. They don't sacrifice personal time for accolades or personal benefit; they do it for our students. It is important to the teachers at Michigan Avenue to be thoroughly prepared for each day. Furthermore, as an additional way to meet each child's needs and to solidify relationships with students, it is common practice for our teachers to volunteer for after school tutoring or extension activities. We are known as a staff who goes above and beyond.

Focusing on individual student needs and following through in our commitment to do what we say we will do results in the overwhelming standard of excellence on display each day at Michigan Avenue. Our staff shares a common goal to make each day our students spend with us the very best day for each of them. The experiences we provide through engaging lessons, instructional feedback after assessments, content focused discourse, field trips designed to build personal knowledge of a studied concept, and the regular lunch bunch time in the classroom are purposefully created to add a sparkle to each day. Our children love learning because our teachers love their students and the content and communicate that with excellence each day.