



BURR Elementary School

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Denise Bailey, Principal

Annual Report of School Year 2006-2007

Seven Indicators of Excellence identified in 2006-07

Utica Community Schools has always operated under district goals adopted by the Board of Education aimed at improving student achievement.

Our current district goal – EVERY CHILD ACHIEVES – is a simple, powerful statement that captures the reason for what we do and why we do it. It is our assurance to you that the work of every UCS employee centers on creating, improving and maintaining a high performing learning culture where every child, regardless of his or her ability, can and will achieve.

At the start of the 2006-2007 school year, the Board of Education adopted the Indicators of Excellence, which are the following seven guideposts for raising the academic bar for our students:

We believe that Every Child Achieves when...

- All children are proficient in English Language Arts, mathematics, science and social studies
- The Class of 2011 meets graduation requirements as defined by the Michigan Merit Curriculum (the state's new graduation requirements)
- Advanced Placement opportunities are expanded for all students
- The number of seventh and eighth graders who take and pass Algebra I increases
- A safe and supportive learning environment is maintained
- Parental involvement is celebrated
- Data is used to guide our decision-making

Through Vertical Teaming, UCS teachers and administrators are working together to align what is taught from one grade level to the next

To better prepare our students to achieve higher levels of proficiency in challenging course work, Vertical Teaming was implemented districtwide in 2006-2007.

Vertical Teaming brings together Utica Community Schools elementary, junior high and senior high school teachers who teach within a common core curricular area to build upon existing programming and develop effective, research-based instructional strategies that benefit all students.

Vertical Teaming is designed to close any gaps in student learning, eliminate unnecessary re-teaching year-to-year of material already learned and enable teachers and administrators to pinpoint the unique needs of the students in a particular K-12 attendance sequence.

Michigan Report Card for Burr Elementary

Adequate Yearly Progress (AYP) —

2005-06: Yes 2006-07: Yes

Education YES! Grades —

2005-06: B 2006-07: B

A complete data report of MEAP achievement, AYP, teacher qualifications, attendance or graduation rates, dual enrollment, accreditation, parent-teacher conference attendance and school improvement programs is posted on the district website, www.uticak12.org.

During 2007-2008, the Vertical Team in place at Burr Elementary School will meet with Vertical Teams from other schools in our feeder pattern to work together to improve grade-to-grade instruction in the areas of English Language Arts and Science.

Advanced Placement is the goal for all UCS students

Utica Community Schools has begun its campaign to encourage and expect every student to enroll in Advanced Placement (AP) courses in high school. One of the goals of vertical teaming is to better prepare students in the earlier grades by introducing more of the higher level learning concepts and thinking skills they will need for success in accelerated classes when they reach high school.

UCS launches “Indicators of Excellence — Reaching Higher,” a data driven plan to improve student achievement

To further advance student achievement toward 100 percent proficiency by 2014, as required by No Child Left Behind, and to continue exceeding state standards established by the MEAP assessments and the state's Education YES! program, the Board of Education approved in August 2007 a series of new Indicators of Excellence that will be implemented in the 2007-2008 school year.

The new Indicators are drawn from a recommendation to the Board of Education by the Accountability Advisory Committee. This was a group of district parents, employees and residents who worked together at the direction of the

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Superintendent of Schools to develop a more structured process for ensuring that UCS students continue to excel.

Progress toward reaching the new Indicators of Excellence will be measured through regular analysis of student performance data specific to each Indicator.

The Indicators of Excellence — Reaching Higher initiative is based on these three districtwide goals that set our course for the future:

- **District Goal 1 —**
By 2014 all students in the Utica Community Schools will meet or exceed proficiency standards in English language arts (reading and writing), math, science, social studies, fine arts and career and technical education, as identified by national, state and UCS standards.
- **District Goal 2 —**
The school district will implement a world-class instructional program.
- **District Goal 3 —**
Parent, business and community partnerships will be an integral part of student learning.

The plan is structured upon three “tiers,” or levels of responsibility:

- **Tier I Indicators** apply district-wide and are designed to assess whether federal, state and district requirements are being met. For example, one Indicator of Excellence stipulates that, beginning with the graduating class of 2011, all students will meet or exceed state standards and qualify for the Michigan Promise Scholarship, based on qualifying scores on the Michigan Merit Exam.
- **Tier II Indicators** will be established by all schools and departments in the 2007-2008 school year. Tier II Indicators will be school or department specific, designed as the basis for targeted improvement in support of the Indicators of Excellence.
- **Tier III Indicators** consist of a written narrative from each school outlining both what has been done to improve student achievement and the plans and challenges specific to that building.

Burr Elementary School’s Tier III narrative for 2006-2007 is as follows:

The 2006-07 school year was a success in many respects for Burr Elementary School. We are challenged to continue to identify students who are non-proficient on the MEAP tests and provide them with instructional strategies that ensure they meet proficiency. Some ways we are meeting that challenge are outlined below.

Curricular Intervention Initiatives:

- Early intervention literacy program for all K-3 students.
- Daily intervention is provided by classroom teachers, reading consultant, and others on our early intervention team.
- Math Tutor support provided daily for students in grades 3-6.

- Literacy intervention provided in grades 4-6 through our Literacy Consultant.

Staff Development:

- K-3 teachers received intensive professional development through the Reading First grant, allowing for improved data collection through the use of common assessments, and analysis of literacy skills on an ongoing basis.
- MEAP disaggregation data including classroom item analysis, grade level analysis, and individual student reports are provided for staff to support instruction. Grade level teams meet to chart data on ‘data boards’ as visual snapshots of student achievement.
- All staff received training in development and implementation of literacy workstations and Writer’s Workshop.
- All staff members are presently or in the process of being trained in LETRS, MEAP, and DIBELS to help the acquisition of literacy.

Instruction:

- Common quarterly assessments have been developed for implementation in the 07-08 school year in the area of writing. These assessments are a component of an updated writing plan congruent with state grade level content and MEAP expectations.
- Guided reading groups are conducted daily, K-6. Construction of a leveled lending library will assist students/teaching staff with level appropriate books. Teachers identify individual reading levels and create guided reading groups based on ongoing assessments.

Behavioral Initiatives:

- ABC Assemblies focus on honoring students in academics, behavior, and for creativity each month. Students are also honored for displaying success skills such as respect, positive communication, compassion, and doing their personal best.
- PBS (Positive Behavior Support) program training of staff training is on-going; school-wide implementation planned for the 07-08 school year.

Our School’s Points of Pride

- Awarded Michigan’s Reading First Grant which allows students at Burr additional literacy opportunities, including access to support staff and materials focused on reading success
- High student involvement in activities such as student council, LEGO Robotics, student led school store, Science Olympiad, video broadcasting through ‘Burr Live!’, and the Social Studies Olympiad
- Partnerships with community organizations that offer opportunities to our students. Such opportunities include partnerships with: Sterling Heights Police Department (D.A.R.E. program), General Motors (AWIM program), and Children’s Hospital of Michigan (TRIP Program)
- Education YES! grade of a “B,” and attainment of Adequate Yearly Progress as measured and monitored by the Michigan Department of Education
- After school opportunities such as “Homework Helpers” and the Literacy Support Program