



COLLINS Elementary School

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Bradley Suggs, 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 Collins Elementary

Adequate Yearly Progress (AYP) —

2005-06: Yes 2006-07: Yes

Education YES! Grades —

2005-06: A 2006-07: A

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 Collins 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.

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

Collins Elementary School continues to make huge strides toward ensuring that every day, every child achieves. This success occurs through the hard work and dedication of students, staff and parents. Ninety-eight percent of our parents attended parent-teacher conferences. Collins Elementary School is in its second year of implementation of a school-wide writing plan to create a common language in kindergarten through sixth grade. Writer’s workshop is utilized by staff to help students develop writing skills.

Collin’s early intervention program is designed to meet the needs all students in literacy and language arts. Research has shown intervening early will help prevent and reduce

the need for future assistance with special education services. Collins’ program includes the principal, learning center teachers, parent volunteers, elementary teachers in kindergarten through second grade, and the literacy consultant. Our guided reading library provides students/teaching staff with level appropriate books. Teachers determine individual student reading levels by using MLPP (Michigan Literacy Progress Profile), DIBELS (Dynamic Indicators of Early Literacy Skills) and classroom assessments and create guided reading groups based upon these assessments. Our literacy consultant supports the classroom teacher in delivering instruction to all students.

The Collins staff participates in many professional development activities.

Teachers in grades three through six have been in-serviced and participated in MEAP desegregation with the principal and literacy consultant. MEAP data including classroom item analysis, grade level item analysis, and individual student reports are provided for staff to support instruction. All staff members are trained to differentiate instruction to better meet the individual needs of the students.

Collins’ school-wide “Respect, One Word...One Rule” Program rewards students who demonstrate respectful behaviors during the school day. Students receive Respect Skills tickets for their positive behavior. Students then place the tickets in a treasure chest located in the principal’s office. Twenty tickets are drawn monthly at our “Respect Skills Assembly.” Those chosen receive a pizza lunch as a prize. Respect is modeled daily by all staff members and students.

Extra curricular activities and clubs are offered to further extend student interest. Staff members have posted their weekly newsletters online at our Collins website. The school newsletter is also online.

Our School’s Points of Pride

- First Lego League Robotic Team placed first in the Regional Tournament in the area of Creative Design. The team advanced to the State Tournament for the second straight year.
- Fifth grade Social Studies Olympiad Team won the State Championship in the area of Drama.
- Math Olympiad Team placed in the top ten percent for the third straight year. The team included the only Utica Community Schools student to earn a perfect score in the competition.
- Destination Imagination team earned a third place victory at the Regional Tournament and advanced to the State Finals.
- MEAP scores above the State average in all subject areas.
- Science Olympiad team placed 4th overall in the county. Many students earned top individual awards.