



DRESDEN Elementary School

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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 Dresden Elem.

Adequate Yearly Progress (AYP) —

2005-06: Yes 2006-07: Yes

Education YES! Grades —

2005-06: A 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 Dresden 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 Mathematics.

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.

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

At Dresden Elementary School, we are committed to “All Students Achieving.” To achieve this goal, the Dresden staff analyzed data from multiple sources. Based on the results, a school-wide writing plan was developed and implemented utilizing Writer’s Workshop. The entire staff teaches reading within a minimum 90 minute uninterrupted block, utilizing guided reading and Literacy Work Stations. The staff is also developing work stations in other content areas such as mathematics.

An identified regular education teacher in every grade co-teaches with a special education teacher and the speech therapist during the literacy block. Movement toward this co-teaching model has also begun in mathematics instruction.

As academic plans have been developed which identify skills needing to be addressed, the staff has undergone intensive professional development in reading instruction and intervention. This has resulted in Kindergarten K-PALS and first grade PALS being implemented to improve phonemic awareness while Read Naturally has been incorporated as an intervention strategy addressing fluency and comprehension.

Staff members are currently working on identifying a progress monitoring tool for mathematics. All future kindergarteners will be given simple assessments at our Annual Kindergarten Open House to provide the teacher information to identify flexible groups and begin instruction the first day of school.

The staff has also implemented the MiBLSi Grant, with Positive Behavior Support as the core of the grant. Dresden has adopted this problem solving approach to behavior which systematically looks at when, where, and why a student behaves the way he/she does. Students learn responsible behavior and achieve academic success. Dresden’s theme, “Living Above the Line” highlights the 8 Keys of Excellence (such as Ownership, Responsibility, and Integrity). These are essential traits for the academic success of all students.

Through the process of analyzing data, time to process this information and to provide necessary professional development has been vital. Staff meetings are devoted to grade level meetings to disaggregate data by utilizing data boards to visually see academic growth, creating intervention plans to meet the needs of those students below grade level, and on professional development.

Our School’s Points of Pride

- Dresden is NCA accredited with a teaching staff that continually assesses student achievement and utilizes research-based strategies and interventions in every classroom that meets student needs.
- In addition to every staff member being 100% highly qualified, all K-3 staff have received intensive professional development (90 hours) in the area of reading instruction.
- The teaching staff (including support staff) is devoted to early intervention through incorporating the co-teaching model into the classroom, by continually monitoring progress and implementing interventions that address all student needs.
- Dresden is a state-of-the-art facility with immediate access to wireless technology throughout the building for the purpose of promoting 21st Century skills.
- Students participate in numerous curricular enriched opportunities such as Science Olympiad, Lego Robotics, Honors Choir, Science Investigation Fair, District Art Fair, and Band.
- Students are active participants in community service projects such as Pint Size Heroes (Red Cross), Detroit Zoo adopt a pet, Hat & Mitten Drive, and the Canned Food Drive.