



DUNCAN 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 Duncan Elem.

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 Duncan 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 Social Studies.

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.

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

Duncan Elementary is a state-of-the-art educational facility with a staff of highly qualified professionals. In addition to the dynamic classroom instruction that takes place, Duncan students are supported by an expert literacy coach, mathematics tutors, and a full learning center team of teachers, speech therapists, psychologist and social worker. The education of our students is our top priority. To ensure that success is achieved, our staff utilizes research-based strategies in conjunction with progress-based monitoring to deliver a strong educational program at every grade level.

All kindergarten-sixth grade teachers as well as special education and speech teachers are engaged in professional development throughout the year. As a result, research-

based instructional strategies are utilized. The staff incorporates Michigan Literacy Progress Profile Assessments and Language Essentials for Teachers of Reading and Spelling to develop a strong language arts foundation.

Kindergarten-sixth grade teachers provide students with a comprehensive, uninterrupted literacy block, including guided reading instruction at a student’s reading level, target-based strategy instruction, and an integrated writing program that develops effective writing skills at each grade level.

The educational staff is able to identify individual needs of students and prepare an appropriate instructional program that accommodates the identified needs, by utilizing state and school wide evaluations, as well grade level specific assessments.

Through the analysis of individual classroom data, grade levels have been able to identify trends. A Student Needs Assessment Committee, consisting of teachers, reading coaches, learning center staff and administration, develop intervention plans that address these trends within classrooms and with individual students identified as at-risk. Based on current instructional data, the building support staff delivers early intervention in addition to the daily classroom instruction which ultimately enhances the educational progress of students. These specialists work with students in small groups to reinforce classroom instruction through fluency, comprehension, phonemic awareness and word study activities. Extra support is also available to students before and after school through a literacy support program.

Parental support with the learning process creates an optimal educational experience. Consistent communication between home and school is an integral part of the success of our students.

Our School’s Points of Pride

- Duncan is a state-of-the-art educational facility with advanced technologies available throughout the building to facilitate 21st Century teaching and learning opportunities that prepare our students for the global society in which they live.
- Every member of our teaching staff is highly qualified under the federal No Child Left Behind guidelines and are committed to pursuing professional development and continuing education.
- Award winning curriculum enrichment opportunities are available to students to enhance their elementary educational program. Duncan students can choose to participate in Science Olympiad, Social Studies Olympiad, Mathematic Olympiad, Destination Imagination, Lego Robotics, Honors Choir, and 6th Grade Band/Orchestra.
- The educational staff closely monitors student achievement and incorporates research-based instructional practices within every classroom that foster student achievement. In conjunction with our educational staff, the support staff is devoted to co-teaching and assisting in early intervention practices that increase student achievement and develop a strong educational foundation for future years of learning.