



EBELING 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 Ebeling 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 Ebeling 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.

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

Ebeling implemented a school-wide writing plan to create a common language between Kindergarten through Sixth Grade utilizing the Writer’s Workshop while implementing curriculum mapping within each grade level.

Ebeling’s Early Intervention is a program designed to meet the needs of any students experiencing difficulties in the Language Arts areas. Research has shown intervening early will help prevent and reduce the need for future assistance with special education services. The earlier the intervention, the greater the chances students have of developing those early literacy skills to succeed. Ebeling’s program includes the principal, learning center teachers,

Psychologist, early elementary teachers in Kindergarten through second grade, speech and language pathologist and literacy consultant. The Facilitators of the actual program are the learning center teacher, speech teacher and the literacy consultant. Together they work on phonemic awareness, letter-sound identification and early concepts of print. The students are seen three days a week for 30 minutes at a time. During each session, students participate in three centers, focusing on pertinent literacy skills identified from individual MLPP and DIBELS progress monitoring testing.

MEAP disaggregation data including classroom item analysis, grade level item analysis, and individual student reports are provided for staff to support instruction.

In preparation for next year, a First through Sixth Grade math intervention program will be in place with a computer based progress-monitoring tool with emphasis on at-risk students. All students will be assessed and tracked approximately every 1 - 2 weeks.

The DIBELS assessment was given to all future kindergartners prior to their entrance in the 2007/2008 school year to better group students.

General Education teachers and Special Education teachers have common time to create behavior and academic plans together for individual students. The meeting is to practice the “preventative model” and to track interventions that have been implemented.

Ebeling’s school-wide Success Skills Program rewards students who depict positive behaviors during the school day. Students receive Success Skills tickets for portraying one of five Success Skills: Respect, Responsibility, Integrity, Personal Best and Positive Communication. As students accumulate the tickets, they make their way to the Principal’s office where they are positively rewarded.

Our School’s Points of Pride

- Early Intervention reading program
- School Wide Success Skills Program
- Ebeling’s student-led Daily News Crew
- Active PTA Involvement
- Ongoing Professional Staff Development
- Ebeling Student ELITE Team (Ebeling Learning Improvement Team for Education)
- Ebeling student-operated School Spirit Store
- Special Needs classroom/Sixth Grade Buddy Program
- Parent-led Picture Lady Program
- Family Author, Literacy and Technology Night
- Academically Talented and Gifted Program
- Student-sponsored Charity Drives and Community Work
- School-wide “March is Reading Month” activities
- Ebeling implemented a school-wide writing plan to create a common language between Kindergarten through Sixth Grade utilizing the Writer’s Workshop while implementing curriculum mapping within each grade level.
- Ebeling’s *Begin with Me* program combines special education teachers with third grade general education teachers to incorporate technology within the curriculum.