

Every Child  
Achieves



## HARVEY Elementary School

41700 Montroy, Sterling Heights, MI 48313

586.797.5100

Lisa Fontaine, Principal



Harvey Elem. is a  
Michigan Blue Ribbon  
Exemplary School

# 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 Harvey 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](http://www.uticak12.org).**

During 2007-2008, the Vertical Team in place at Harvey 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

*continued...*

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.

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

Instructional School Goals:

1. Increase the number of students to be proficient on MEAP test in all assessed curricular areas.
2. Increase student achievement levels on pre/post tests in areas of reading, math, and writing.

Staff Goal:

1. To increase student achievement that is assessed and analyzed on a regular basis.
2. To use data to drive instructional lessons, strategies, and assessments.

Student achievement at Harvey Elementary School continues to improve as measured by MEAP, student benchmark assessments, and AYP data. This success is attributed to more data collection and analysis of student performance on a weekly basis. Harvey teachers make use of the “Assess, Teach, Assess, Re-teach” model.

Harvey’s Early Intervention program is designed to meet the needs of any students experiencing difficulties in language arts or mathematics. The MIBLISI grant, awarded this past year, has helped to train all teachers in Response to Intervention Strategies and the administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments that are a set of standardized, individually administered measures of early literacy development. Students in need of interventions who are not meeting benchmarks measures on the DIBELS or Michigan Literacy Progress Profile testing are seen throughout the school day by a team of learning experts and/ or in a two day/week, before school program titled Literacy Support Program.

Harvey teachers utilize the expertise of Literacy teachers and Math tutors for small group instruction as well as co-teaching in the classrooms. Other staff initiatives include continued research on Best Practices and Quantum Learning strategies. Staff work together in grade level teams to develop pacing guides to map out curricular endeavors. Teachers also develop lesson plans that focus on individualized instruction including writer’s workshop, literacy workstations, and guided reading.

### Our School’s Points of Pride

- Received the Blue Ribbon Exemplary School Award for significant academic improvement over the last 5 years and dedication to excellence for all students.
- Awarded the MIBLISI grant for a three-year term. This grant has provided professional development for staff that helps leadership teams to design interventions plans based on the Response to Intervention (RTI) model by using data to facilitate change.
- School-wide positive Behavior Support Program rewards students who use positive behaviors during the school day.
- Staff supports the use of Quantum Learning initiatives that encourage student academic and social development.
- Implemented a school-wide writing plan to create a common language between Kindergarten through Sixth Grade utilizing the writer’s workshop and 6 + 1 Traits of writing model.