



MALOW Junior High School

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Bob Hock, 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 Malow JHS

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 Malow Junior High 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.

Malow Junior High School’s Tier III narrative for 2006-2007 is as follows:

The 2006-2007 school year has been very eventful at Malow. We have seen many positive initiatives begin and look forward to the upcoming year with great anticipation.

Affective Skills:

This year at Malow we began a new program called *Project Wisdom*. This program is designed to assist our students as they face challenging decisions that require practical social skills and strength of character. This program directly supports our Success Skills and helps our students become responsible and caring individuals.

Parent Involvement:

I am pleased to report that we set a Malow record this year in terms of attendance at our fall Parent-Teacher Conferences. We increased our efforts to encourage parent participation and it paid off, as we had 4,202 individual conferences take place.

Staff Development:

As of May 14, 2007, 75% of our teaching staff had completed Reading Apprenticeship training. Malow teachers have been encouraged to attend since the inception of this initiative and they have responded. We are pleased and expect to see these strategies utilized in classroom instruction.

Malow teachers are actively involved in vertical team training, as 3 member teams in English/Language Arts and Social Studies received formal training in April of this year. We have also initiated this process on our own as all Malow 7th grade ELA teachers have visited with the 6th grade teachers at Morgan Elementary. This proved to be a VERY worthwhile experience for all involved!

Data Driven Decision-Making:

During the course of this year, we have extensively examined many forms of data as we prepare for the future. For example, based on MEAP scores and academic performance as well as teacher input, we are planning to create a number of sections across each core academic area which will be more challenging to students.

An examination of the data has also shown us that we have a number of students who have not performed well on the MEAP and have not had a successful classroom experience. We intend to offer support classes for these students next year in the areas of English/Language Arts and Mathematics.

Our School’s Points of Pride

- This year, Project Wisdom became a key element of the daily routine at Malow. Each morning an inspiring message was read over the P.A. which is designed to reduce the frequency of poor behavioral choices and to inspire students to make the most of each and every day. We are pleased to have realized a 12% reduction in disruptive behavior during the course of this school year.
- Justin Spear, Marcie Brinich and John Siemianowski swept The Macomb Daily Media in Education Teacher of the Year Awards taking the top three places, respectively. This is the first time that one school took all three awards since the inception of this program.
- Malow’s Band and Orchestra both took 1st place and earned a superior rating at the Music in the Park Festival held annually in Chicago. They were also rated best overall performance. Malow’s 8th grade band received a 1st division rating at the MSBOA competition. This is the FIRST time in Malow’s history that our instrumental music program received these coveted awards.
- Harry Istok’s Drafting and Design program at Malow was selected for the prestigious Automation Alley Educational Program of the Year Award.