

Every Child
Achieves



MESSMORE Elementary School

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Robert Wilcox, Principal



Messmore 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 Messmore 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 Messmore 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.

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

- All Messmore Elementary School teachers are Montessori-trained. This has led to a shared philosophy of education where children progress from concrete to abstract concepts. There is an emphasis on responsibility and self-directed, independent learning. The Montessori curriculum incorporates opportunities to implement differentiated instruction, since Montessori “follows the child.”
- MEAP scores showed 100% proficiency in five areas and all other areas were in the 90% range. MEAP scores were celebrated as an incentive to students.

- All Messmore classrooms from first to sixth grade use an individualized supplementary reading skills program called Barnell Loft.
- Several classrooms participated in Read Across the Planet to foster reading and writing while communicating with the video-conference equipment.
- Messmore teachers distribute weekly work plans and/or progress reports to parents and students to inform and to continuously report academic progress or concerns. These reports also include classroom news to keep parents informed and involved.
- Messmore classroom teachers display and teach the five Success Skills: respect, responsibility, integrity, personal best, and positive communication.
- Grade level decisions include move-ups based on academics, behavior, and peer relationships for accurate placement.
- “Circle of Friends” has been implemented by our social worker to encourage socialization skills among at-risk students. These special students are encouraged to invite peers into their circle.
- Parents developed the Messmore Business Referral Network as a supportive group that promotes education through generous financial support of teachers and school events.
- A World in Motion is a volunteer-based program through General Motors, which introduces students to math and science-related careers and encourages science concepts.
- Deals-On-Wheels is a student-led school supply store that travels to each classroom on a weekly basis. Students learn economic vocabulary words such as: scarcity, profit, consumer, producer, prices, supply, demand, etc
- Teachers are present each month at the Messmore Montessori Association meetings and provide input to our parent group.
- Oakland University conducts its EED310 class in our school twice a year where the students get a first-hand hand view of a Montessori program.
- Morning announcements are student-led.

Our School’s Points of Pride

- MEAP scores for Messmore Elementary were worth celebrating. Messmore attained a 100% proficiency in seven different categories. Third graders scored 100% in ELA and in math; fourth graders scored 100% in reading, ELA, and math; and sixth graders scored 100% proficiency in reading and in ELA. Students attained percentages in the upper 90’s in several other areas.
- For the second year in a row, the Messmore Science Olympiad team earned first place in the Macomb County Elementary Science Olympiad Tournament and was recognized by the UCS Board of Education in June. The team consisted of August Brown, Eddy Covalsch, Johnathon Hein, Andrew Krambeck, Dante Krambeck, Anang Modi, Manali Patel, Shivani Patel, Joshua Pieters, Katie Stieber, Daria Solomon, Jimmy Trigger, Pranali Vyas, Lucas Weingartz, and Nicholas Weingartz. The head coach for our team was parent Laura Pieters.