

Every Child
Achieves



MONFORT Elementary School

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Greg Seader, Principal



Monfort 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 Monfort 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 Monfort 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.

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

Based upon previous MEAP writing scores, the Monfort Staff implemented a school-wide theme called Catch the Writing Bug. This theme provides a common thread that runs through every classroom in the building. All teachers are focusing on improving student writing skills and writing techniques. In addition, all teachers are using Writer’s Workshop within their classroom so that students are consistently writing all year long.

All grade levels, kindergarten through six, are embracing the use of Literacy Work Stations in their classrooms. We spent two and a half days of professional development time on training staff on the reasons why to use Literacy Work Stations as well as how to set them up for the classroom.

Our Literacy Coach and Special Education teacher are using the KPALS Program for early intervention of morning and afternoon kindergarten students. Students are working on activities based upon DIBELS testing as well as working with and decoding text. Regular progress monitoring is used to assess the success of this intervention.

Our Literacy Coach and speech pathologists are working on early intervention with our first grade students. Through the use of a text station, NWF station with sensible spelling/vowel patterns/word teams, and using the first grade PALS Program, our team helps to close the gap for first grade students who need intervention.

The entire Monfort staff was trained in Quantum Learning. In addition, all of our third through sixth grade students participated in Quantum Learning activities to learn how to learn better. Opportunity was given for Monfort parents to participate and learn how to help their own children improve learning.

Our building staff is working with the RTI model proposed by the MISD. At the start of the school year our special education staff presented the RTI model to the general education staff and explained the purposes for the program along with the documentation process. We have realigned our special education meetings to allow for more meeting times to assist general education teachers in helping students achieve.

The Monfort staff is happy to see that we achieved a 100% on the third grade MEAP Test that was administered in October. All grades have made gains in the various subject areas tested.

Our School’s Points of Pride

- Our school-wide theme “Catch the Writing Bug” and the use of Writer’s Workshop helped to improve student writing
- School-wide theme day focused on all students writing various types of poetry
- Monfort is home to the CORE Program for students with autism
- Cheryl Hyslop is the UCS Outstanding Elementary Teacher of the Year
- Danielle Elbert received the Make A Difference Award from the MISD
- All Monfort students participated in the MS Walk Fundraiser, raising more than \$9,000
- Sixth Grade Musical Performance visited Shelby Nursing Care Center
- The Monfort Goodness Gorillas projects helped many families in our community
- Annual Science Fair/Art Show featuring all students
- Monfort is home to a VERY supportive Parent Volunteer Group
- Annual Monfort Book Drive helps to provide thousands of books to needy children
- Use of technology throughout all grade levels
- Monfort teachers have started implementing Literacy Work Stations in their classrooms