



OAKBROOK 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 Oakbrook

Adequate Yearly Progress (AYP) —

2005-06: Yes 2006-07: Yes

Education YES! Grades —

2005-06: A 2006-07: B

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 Oakbrook 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 Science.

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.

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

During the 2006-2007 school year, the Oakbrook staff focused their efforts on improving our literacy program. For the first time all kindergarten students were assessed using the Dibels assessment tool. This was a combined effort between our special education team and the classroom teachers. Using this data the kindergarten students were monitored for progress. In January the Oakbrook team implemented a Response to Intervention program for kindergarten students that were performing below grade level. This program showed significant gains for many children. Those children making significant gains were moved out of the program so that other children could be moved in.

The upper elementary staff worked to improve the implementation of Writer’s Workshop. The teachers were working on rubrics for all types of writing based on the State Rubric, but in student friendly terms. They were also working on writing forms, prompts, expectations that could be used for all upper elementary classrooms. This tool would help develop a common language throughout the building.

The fourth grade teachers continued to fine tune the mathematics instruction to meet the State GLCE’s. The use of a student notebook to record math notes was helpful to all students. The tool allowed them to stay organized, to have a resource to go back to. With guidance from the classroom teacher, each student had the opportunity to draw and write examples for each math concept and procedure that was studied throughout the year.

The entire Oakbrook staff continued to promote positive behavior using the Oakbrook Behavior Plan. The students were recognized for individual appropriate behavior as well as for appropriate behavior in a group. This plan was a tremendous help to our specialist teachers. Each one gave out gold leaves to classes that displayed appropriate behavior during the special class. These leaves were collected and rewards for the entire class were given out for every 20 leaves collected. The students worked hard to earn these leaves throughout the school year. The individual rewards were given out each Friday. All classrooms would draw a name from tickets that students had earned that week. Small prizes were given out to the students whose name was chosen.

Parent involvement remained strong at Oakbrook. The family group known as the Oakbrook Family Tree was very active and supportive. This group funded field trip transportation, video conferencing, all assemblies, classroom enhancement stipend for each teacher, playground equipment, research center supplies and more. This group of dedicated parents provided many activities and educational opportunities that would not be affordable any other way.

Our School’s Points of Pride

During the 2006-2007 school year the Oakbrook students have participated in many community service activities including:

- Collecting food for the Kiwanis Club Food Drive
- Collecting hats & mittens during “Think With Your Heart Week”
- Raising money for Leader Dogs for the Blind
- Promoting a school-based blood drive for the American Red Cross
- Collecting candy for Forgotten Harvest

The Oakbrook Elementary Lego Team, the Screaming Eagles, took 1st place in the regional competition and advanced to the State competition for the third year in a row where they were awarded the Judges’ Special Recognition Medal.

Every class has participated in video conferencing during this school year. This has extended learning to museums, scientists, and authors throughout the country.