

Every Child  
Achieves



## SCHUCHARD Elementary School

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Schuchard 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 Schuchard Elem.

**Adequate Yearly Progress (AYP) —**  
2005-06: Yes 2006-07: Yes

**Education YES! Grades —**  
2005-06: B 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 Schuchard 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.

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

- An Early Literacy Intervention Program was designed to meet the needs of students experiencing difficulties in Reading and Writing. Students were provided daily lessons in phonemic awareness, letter-sound identification, early concepts of print, fluency and writing skills for 30 minutes.
- Staff shared updated curriculum and research-based strategies (i.e. differentiated curriculum, strategies, literacy work stations, writers’ workshop, guided reading and test-taking strategies) at staff meetings.
- Our Positive Behavior Support Program emphasizes being respectful, responsible and ready. Students demon-

- strating appropriate behavior received individual and classroom PBS tickets redeemable for teacher rewards or items from the school store. A class of the week received a trophy, extra gym time and local restaurant certificates. Monthly, students and classes of the week were recognized at assemblies and ten students had lunch with the principal.
- Teachers received staff development on literacy development and assessments and also learned how to differentiate instruction to better meet individual student needs.
- Fall 2006 MEAP achievement scores are approaching 100% proficient in Grade 3 Math, scores are at or above 90% in Grades 3 and 4 Reading and Grade 6 Reading and ELA - English Language Arts.
- During the 2007-2008 school year, a math intervention program to assess and track student progress will be in place. This computer based progress-monitoring tool will assist students having difficulty with math skills.
- Ninety-eight percent of students had a parent attend parent-teacher conferences.
- Health plans were formulated for students with serious health needs by parents, staff and the school nurse. Emergency flip cards were provided to all lunch aides.
- General and Special Education teachers created behavior and academic plans for individual students during collaborative meetings. This preventative model tracks interventions implemented.
- Students facilitate morning announcements to gain awareness in public speaking.

### **Our School’s Points of Pride**

- Schuchard was named a Michigan 2007 Blue Ribbon Exemplary School.
- Schuchard successfully implemented an Early Intervention Literacy Program for kindergarten and first grade students. Students work on phonemic awareness, letter-sound identification, concepts of print, fluency and writing skills.
- Our school-wide Positive Behavior Support Program “Steps to Success” focuses on being respectful, responsible and ready in school, on the playground and on the bus. Office behavior referrals decreased by 25% this year.
- Schuchard’s Fall 2006 MEAP achievement scores are approaching 100% proficient in Grade 3 Math. Our scores are at or above 90% in Grades 3 and 4 Reading and Grade 6 Reading and ELA (English Lang. Arts).
- 119 Schuchard students read more than 100 minutes each for a grand total of 245,011 minutes in the Principal’s Summer 2006 Reading Challenge
- Students participating in the Martin Luther King Jr. Kindness and Justice Challenge accumulated 5,834 acts of kindness and justice.
- Schuchard Student Council began a peer tutoring program, collected canned goods for the Kiwanis Club’s annual food drive and donated to the Leukemia and Lymphoma Society and Pennies for Pasta.