



WILEY Elementary School

47240 Shelby Road, Utica, MI 48317

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Chris Cassin, 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 Wiley Elementary

Adequate Yearly Progress (AYP) —

2005-06: Yes 2006-07: Yes

Education YES! Grades —

2005-06: B 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 Wiley 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.

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.

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

Wiley is in the second year of the Reading First Grant. This literacy grant for K–3 students, has provided us with a full time literacy coach, paraprofessionals and numerous meaningful professional development opportunities for all of our K-3 teachers and special education teachers, including speech. Reading First focuses directly on instruction in the regular classroom as the most important teaching venue for early readers.

- After one year of participating in the Reading First Grant, our 3rd grade ELA scores improved 15% and our writing scores increased 17% on the MEAP.

- All K-3 teachers, Special Education teachers and speech teacher received training in literacy development and assessment.
- Teachers use data from the state-recognized literacy assessment entitled DIBELS to screen students. Students who score “at risk” or “some risk” are given more MLPP assessments to help form instructional focus for intervention groups.
- K-3 teachers provide a 90 minute uninterrupted reading block with an additional minimum of 30 minutes of intervention to students not at the grade level benchmark for English/ Language Arts.
- K-3 teachers, Special Education teachers and the Reading First Literacy Coach meet bi-weekly in grade level meetings to make informed decisions on student progress and interventions that are needed.
- Paraprofessionals provide additional support to classroom teachers daily. These paraprofessionals work with students in small groups doing explicit fluency, phonemic awareness and word study activities that reinforce classroom instruction.
- All K-3 teachers, special education teachers and speech teacher have participated in an additional 50 hours of professional development.
- Kindergarten students take the Gates-MacGinitie assessment and our 1st – 4th graders the IOWA Test of Basic Skills each year. The results are analyzed to provide data on strengths and areas of concern.
- In addition to full staff meetings, teachers meet by grade level with the principal to discuss successful strategies being implemented in the classroom.
- Teachers have developed and incorporated common writing assessments that are given twice each card marking.
- A new grade level placement card has been developed that will follow the child through the sixth grade.
- Guided reading, guided writing and guided math are found in the majority of our 4th – 6th grade classrooms.

Our School’s Points of Pride

- Wiley Coyote Volunteer Penny Haldeman was a Macomb County Volunteer of the Year award winner.
- 5th Grader, Delaney Maki had her poem published in *Kaleidoscope*.
- Our show choir, “Wiley Explosion,” was invited to sing live on WNIC radio and also at the Capitol building in Lansing.
- Wiley’s Code of Honor Program recognized more than 100 students this past year.
- Wiley students had the opportunity to meet with author Mark Herrick in April.
- Wiley’s Student Council sponsored many charitable events including Toys for Tots, Kiwanis Food Drive, St. Jude’s Math-A-Thon and Trick or Treat for UNICEF.