



BROWNING Elementary School

12400 Nineteen Mile Road, Sterling Heights, MI 48313
586.797.4000

Tricia Hassell, Principal

Annual Report of School Year 2007-2008



Browning is a
Michigan Blue Ribbon
Exemplary School

Reaching Higher — Indicators of Excellence successfully launched in 2007-2008 to increase student achievement

It is our expectation in Utica Community Schools that every student will achieve academically to his/her potential and prepare for and pursue some level of higher education or career training following high school graduation.

Utica Community Schools is also required to meet by 2014 the federal No Child Left Behind requirement that 100 percent of our students and student subgroups achieve proficiency on the state MEAP assessments in grades 3 - 9 and the Michigan Merit Exam in high school. In addition, each of our 40 schools is required to annually achieve Adequate Yearly Progress (AYP) based on the state standards.

To meet these expectations, *Reaching Higher — Indicators of Excellence*, a data-driven school improvement initiative, was launched in 2007-2008 in Utica Community Schools. It is our guide for increasing student achievement in all academic areas by means of a series of clear, measurable Indicators that are to be met within a specified time.

Reaching Higher is based on three district-wide goals:

- **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.

Stemming from the district goals are three tiers of Indicators — I, II and III — that define how and when the established student achievement targets will be met:

- **Tier I Indicators** — These are the district-wide *Indicators of Excellence* (seven at the elementary level and eight each at the junior and senior high levels - 30 total) designed to assess whether federal, state and district academic requirements are being met within a given time frame.

Michigan Report Card for Browning Elem.

Adequate Yearly Progress (AYP) —
2006-07: Yes 2007-2008: Yes

Education YES! Grade —
2006-07: A 2007-2008: A

All UCS schools are accredited by the Michigan Department of Education. In addition, the four UCS high schools are accredited by the North Central Association of Colleges and Schools (NCA).

A building report of student achievement on the Michigan Educational Assessment Program (MEAP) is available on-line at www.uticak12.org. Under the Information heading, click on MEAP/MME scores to find our school. The on-line report also includes information on teacher qualifications, parent-teacher conference attendance and the district retention rate.

- **Tier II Indicators** — These are school-based indicators established during the 2007-2008 school year by each UCS school. Tier II Indicators are specific to the student needs in that building and designed as the basis for targeted improvement in support of the *Indicators of Excellence*. The Tier II Indicators are supported by SMART goals (specific, measurable, attainable, realistic and timely) for each grade level established by the building staff.
- **Tier III Indicators** — These are the schools' narrative reports on their progress in 2007-2008 toward meeting their Tier II Indicator(s). Our school's Tier II and Tier III Indicators are printed on the back of this page.

The district's Tier I Indicators for its 29 elementary schools are as follows:

Indicator 1.1: All students in kindergarten through second grade will meet or exceed district benchmarks.

Indicator 1.2: All students in third through sixth grades will meet or exceed standards and be identified as proficient on the Michigan Educational Assessment Program (MEAP) tests in reading, writing, math, science and social studies.

Indicator 1.3: Third through sixth graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.4: Third through sixth graders who are part of the district's English Language Learners (ELL) program will show specified growth on the English Language Proficiency Assessment in reading, writing, speaking and listening.

Indicator 1.5: All students in second through sixth grade will demonstrate proficiency on the district writing test in the areas of persuasive, informative and cause/effect writing.

Indicator 1.6: All students in kindergarten through sixth grade will demonstrate proficiency on the district math test.

Indicator 1.7: All students in third through sixth grade will demonstrate proficiency on the district science and social studies tests.

Browning Elementary School's Tier II Indicator(s):

Increase the number of kindergarten and first grade students who score at Level 3 or 4 on the district wide 4-point writing rubric (standard scoring tool) in Writing from Knowledge and Experience (100% by 2014).

Increase the number of second grade students who score at Level 4, 5 or 6 on the district wide 6-point writing rubric in Writing from Knowledge and Experience (100% by 2014).

Increase the number of third through sixth grade students who score at Level 1 or 2 on the MEAP writing test (100% by 2014).

Browning Elementary School's Tier III Indicator:

Browning's present success at meeting the needs of its students is a result of its excellent teaching staff's ability to ensure that every child achieves and no child is left behind.

Our staff began the year by participating in Utica Community Schools' Data Team Training. The team was trained on how to compile, maintain and analyze student data to meet the instructional needs of all students. Insightful data analysis training has led to focused instructional strategies, targeted instruction and increased student achievement:

- Curricular Initiatives to Support Tier II Writing Goal, based on MEAP scores and benchmark assessments.
- Implementing writer's workshop all grade levels.
- Implementation of strategies in the Write Steps manual by second and third grade teachers.
- Implement strategies in the 6 + 1 Writing Traits, as determined by grade level teams.
- Identification of students who are non-proficient in writing using MEAP scoring data and comment codes provided to teachers in grades 3-6 and includes comment codes. Literacy coach provides specific small group instruction to support the students' areas of concern.
- Early intervention literacy program (RtI) for at-risk Kindergartners based on DIBELS (Dynamic Indicators of Basic Elementary Literacy Skills) progress-monitoring data. This support program is provided three days a week with direct instruction by our early intervention teaching team, composed of a learning center teacher, speech pathologist, school psychologist and literacy coaches.

- Early intervention literacy program (RtI) has been implemented in first grade for students who are not making adequate grade level progress. This support program is provided three days a week with direct instruction by an early intervention teaching team composed of a learning center teacher, speech pathologist, school psychologist and literacy coaches.
- Literacy stations are being implemented in classrooms at various grade levels.
- Handwriting Without Tears has been implemented as part of our Kindergarten program.
- Third grade developed and implemented a color-coded binder of proven writing resources which also houses all the students' writing samples.
- Fifth grade implemented a differentiated spelling and writing program based on each student's level of MEAP proficiency.

Test Results Data (Proficient levels 1 and 2) from MEAP Writing 2007-08:

	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Browning	92%	67%	86%	75%
State Averages	57%	44%	59%	73%

When the Browning staff reviewed the achievement of the same group of students on the MEAP writing assessments, all groups showed growth compared to the prior year.

Our School's Points of Pride

- The students at Browning participated in Student Council, Service Squad, Safety Patrol and Media Center Tech Team. Student leaders help in the Kindergarten and first grade rooms at lunchtime and after school.
- Students also participated in the Social Studies Olympiad, Science Olympiad, MCTM Math Competitions, DARE, Saturday Scholars, Sixth Grade Camp Tamarack, Morning Announcement Team, *Kaleidoscope* writing, March is Reading Month and Accelerated Reader.
- Browning parents continue to support student learning by helping with classroom projects, listening to students read, tutoring students in reading and math and chaperoning off-site learning experiences.
- Financial support for school and off-site learning experiences is provided by the Browning PTA, which also sponsors many fun-filled student activities, including special assemblies and learning experiences in and out of school.
- At Christmas, Browning families supported the Kiwanis Canned Food Drive, Toys for Tots and care packages for our troops. Physical education teacher Amy Gibala sponsored a student Fun Run that raised \$4,103 for Wigs 4 Kids.