



## Annual Report of School Year 2007-2008

*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 Burr Elementary

**Adequate Yearly Progress (AYP) —**

2006-07: Yes    2007-2008: Yes

**Education YES! Grade —**

2006-07: B    2007-2008: B

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](http://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.

#### **Burr Elementary School's Tier II Indicator:**

Increase the number of kindergarten and first grade students who score at Level 3 or 4 and the number of second through sixth grade students who score at Level 4, 5 or 6 on the building writing assessments using the district-wide 4 and 6 point writing rubrics in Writing from Knowledge and Experience.

#### **Burr Elementary School's Tier III Indicator:**

The 2007-08 school year was a success in many respects for Burr Elementary School. We continue to identify students who are non-proficient on the MEAP tests and provide them with instructional strategies to ensure they meet proficiency.

We strive to better meet the needs of our students with disabilities and provide instruction in ways to ensure their success on the achievement benchmarks.

We are focused to provide a high quality education for the current and future success of all our students. Some ways we are meeting these principles specific to the area of writing (identified as our building Tier II focus) are outlined below.

#### **Instruction:**

- Writer's Workshop instruction is conducted every day in grades K-6. Teachers work with the building's literacy coach in implementing classroom mini lessons and implementing strategies from the 6 + 1 writing traits.
- Our Response to Intervention (RTI) Team, comprised of members of our special education staff, provides focused, intense intervention sessions three times per week, individualized to meet upper elementary students' needs in writing.
- The building writing plan is updated to reflect state grade level content and MEAP expectations. Daily delivery of the plan and common assessments provide a consistent framework of data for analysis.
- Genre units developed by the Macomb Intermediate School District are woven into the building writing plan to further develop our students' writing skills.

#### **Staff Development:**

- Staff meetings have been designated as data team meetings with grade level collaboration time. The focus is on data-

driven writing instruction and student achievement. Using steps from the Data Driven Decision Making model, teachers work together to score student writing, track progress using data boards and align instruction with results of scored data.

- MEAP disaggregation data including classroom item analysis, grade level analysis and individual student reports are provided to the staff to support instruction. MEAP data is compared to building-generated assessment data to help ensure consistency of scoring and expectations.
- All staff received training in the implementation of literacy workstations and Writer's Workshop. Teachers continue to work with the literacy coach on the implementation of the 6 + 1 writing traits.
- Common quarterly writing assessments were developed for implementation in the 07-08 school year. All teachers score students' writing with their grade level colleagues three times per year.
- Building 'writing experts' will be trained in August to assist with the further implementation of the 6 + 1 writing traits.

#### **Our School's Points of Pride**

- Early intervention literacy program: teachers and other specialists provide focused, intense intervention sessions individualized (through regular progress monitoring) to meet student needs.
- High student involvement in activities such as student council, LEGO Robotics, student led school store, Science Olympiad, video broadcasting through "Burr Live!" and the Social Studies Olympiad.
- Partnerships with community organizations that offer opportunities to our students, including partnerships with: Sterling Heights Police (DARE Program), General Motors (AWIM Program), and Children's Hospital of Michigan (TRIP Program).
- After-school opportunities such as the Literacy Support Program, Title I Outreach, After School Enrichment and the Summer Outreach Program keep students active and learning.
- ELL (English Language Learners) Intensive Program available K-6. Other components of the program offered to students are the ELL pull-out program and in-class support.
- Monthly ABC ceremonies focus on honoring students in Academics, Behavior, and Creativity. Students are also honored for displaying success skills such as respect, positive communication, compassion and doing their personal best.
- Parent involvement opportunities and an active PTA sponsor frequent after-school and evening events for Burr families.
- School-wide PBS (Positive Behavior Support) Program adds structure and consistency to our school; behavior expectations are taught and reinforced at every level.
- Bookbag Summer Reading Program provides K-4 students with free books to take home and read over the summer. The books are selected at student instructional level for maximum benefit.