



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 Collins Elementary

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.

Collins Elementary School's Tier II Indicator:

Increase the number of students in third through sixth grades who score a proficiency level of 1 or 2 on the Total English Language Arts portion of the Michigan Educational Assessment Program.

Collins Elementary School's Tier III Indicator:

The primary instructional focus for Bruce Collins Elementary for the 2007- 2008 school year was to increase the number of students in grades three through six who score at the highest proficiency levels of 1 or 2 on the total English Language Arts portion of the Michigan Educational Assessment Program (MEAP). New instructional strategies and teachers' professional development in reading and writing instruction were set in place across all grade levels to aid and direct the implementation of our goal.

Reading —

The K-6 grade Guided Reading and Literacy Center instructional model proved to be a success in promoting student literacy. The Guided Reading initiative created individualized student instruction based on individualized student assessment data. The Parent Reading Brigade was put in place to give students further reading support.

One of our biggest successes occurred in third grade with 94% of our students demonstrating grade level proficiency or higher based on the Qualitative Reading Inventory (QRI) assessment. First grade has also demonstrated tremendous success in reading.

First graders entering in the fall tested at an average Rigby reading level of 6.38 (leveled reading assessment from pre-reading to fluency). These same students exited first grade with an average Rigby level of 17.61, demonstrating a growth of 11.23 levels. Students exiting first grade with a Rigby reading level of 16 are considered to be at grade level.

Writing —

For the third straight year, we continued to utilize our building-wide writing plan and the Writer's Workshop model. In addition, we began to focus our grade level data teams' efforts in the area of writing. All students were assessed quarterly and instruction was guided based on the assessment results. The Collins staff created writing folders that will be used in grades 2 – 6 beginning next school year in order to implement common terminology and instructional practices from one grade level to the next.

Looking at the same group of students over the last two years, this cohort data showed tremendous gains. Our current fifth and sixth grade students achieved 25% growth in MEAP writing scores during this time period. Writing will remain an area of focus for the coming school year.

Our School's Points of Pride

- Collins third grade scored 100% proficient in mathematics on the state MEAP assessment.
- Ninety-four percent of Collins third graders scored grade level proficiency in reading as measured by the Quantitative Reading Inventory (QRI).

Based on the QRI assessments, 64 percent of our third graders are currently reading at a full grade level higher than third grade proficiency.
- Fifth and sixth grade students improved their proficiency on writing portion of the MEAP by 25% over a two-year period.
- More than 200 students participated in our new "Collins Clubs" after-school program. Eight after-school clubs were organized and instructed by parents and staff members.
- Added literacy support was given through the "Collins Parent Reading Brigade."

Reading Brigade parents volunteered to come in weekly and assist our students with a variety of literacy activities.

- Many military veterans and community members joined us for our "Flag Retirement/Memorial Day" ceremony.

More than 400 student essays were given to Blue Star Mothers whose sons and daughters have served or are serving in the military. These essays were sent overseas to our service personnel.