



Crissman is a
Michigan Blue Ribbon
Exemplary School

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 - Crissman 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.

Crissman Elementary School's Tier II Indicators:

Indicator #1

Increase the number of Kindergarten through sixth grade students who score proficient or higher in the area of Thematic Writing from Knowledge.

Indicator #2

Increase the number of third through sixth grade students who score proficient or higher in the area of Revising and Editing a Peer Sample.

Crissman Elementary School's Tier III Indicator:

The 2007-2008 school year has been a successful year at Crissman in terms of overall student achievement. Students exceeded Tier II goals for *Thematic Writing from Knowledge* on the MEAP in three of four grade levels.

Because of the drop in MEAP writing scores in fifth grade, teachers in fourth grade will continue to implement strategies and interventions according to our building writing plan, and will closely monitor students' progress by reviewing data from benchmark writing assessments and quarterly writing prompts.

Sixth grade teachers will continue to closely monitor the progress of students in the area of writing by reviewing data from benchmark writing assessments and quarterly writing prompts.

The Crissman staff created a quarterly writing plan, which included grade level specific writing prompts, congruent with the Houghton Mifflin anthologies and theme tests.

Grade level data teams recorded and reviewed student scores from benchmark writing assessments and quarterly writing prompts, and adjusted instruction based on these results.

Graphic organizers were developed for all grade levels, ensuring consistency in "6 + 1 Traits" language from K - 6. K - 6 teachers collaboratively drafted a progression of end-of-the-year writing goals. Teachers in grades K- 2 attended a "6 + 1 Traits of Writing" workshop in October 2007.

Writer's Workshop continues to be the format for writing instruction in all grade levels.

Crissman hosted a Literacy Support Program this past winter for twelve students in 3rd through 5th grades. All

participating students made progress in reading comprehension, fluency and writing constructed responses.

The percentage of students scoring at a proficient level in the area of *Revising & Editing a Peer Sample* increased in only two of four grade levels.

A component was added to the quarterly writing plan focusing on *Revising & Editing a Peer Sample*. Students in grades 3 - 6 revised and edited their MEAP writing samples from October 2007.

Our School's Points of Pride

- Macomb County Regional Elementary Science Olympiad Tournament - Seventh Place
- Scholastic Team Chess Championship medalists
- LEGO Robotics Team members awarded trophies and medals at both Regional and State competitions
- Sixth grade Kaleidoscope Publication winner
- K-6 students exceeded Tier II goals for *Thematic Writing from Knowledge* in six of seven grade levels. We credit our students' accomplishments to our new quarterly writing plan, the work of our data teams, a shift to the 6 + 1 Traits of Writing strategies, and a refinement of Writer's Workshop at all grade levels.
- Progress monitoring across all K-6 grade levels revealed students are making satisfactory progress in reading and meeting grade level benchmarks.
- Our "Cougar Cubs" incentive program is part of our Response to Intervention (RTI) initiative. Students in Kindergarten and first grade work in small groups with our RTI team, focusing on literacy skills, such as sound identification, rhyming, sight words and phrases, and reading. Progress monitoring includes formal and informal assessments by the RTI team and classroom teachers. The data is then used to make important educational decisions about changes in instruction or goals. The program also includes an at-home component and students receive Cougar Cub incentives for their progress.
- Crissman hosted a Literacy Support Program this past winter for 12 third through fifth grade students - all made progress in reading comprehension, fluency and writing constructed responses.
- Grades 3 - 6 students showed significant improvement on the mathematics portion of the MEAP in three of the four grade levels. Teachers are becoming more skillful in differentiating math instruction and attention is being shifted to include math as a building goal for improvement, in addition to our writing goals.
- Fall conferences were well attended with 98% of Crissman parents taking part. Our parent involvement in PTA activities, school functions and volunteer opportunities continues to be exceptional.
- This year, all students in second through sixth grades were actively engaged in *Study Island*, a web-based instructional and diagnostic tool which helps students master state learning standards and prepare them for the MEAP assessments.