



DRESDEN Elementary School

11400 Delvin Drive, Sterling Heights, MI 48314
586.797.4500

Michele VanDeKerkhove, Principal

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 Dresden 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. 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.

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

Tier II indicators for the 2007-08 school year focused on reading and writing:

Reading:

- Increase the number of students in kindergarten who score at or above the 50th percentile on the Gates-MacGinitie standardized assessment in Reading.
- Increase the number of students in first and second grade who score at or above the 50th percentile on the Iowa Test of Basic Skills (ITBS) in Reading.
- Increase the number of students in third through sixth grade who score at the Advanced (1) or the Proficient (2) Levels on the Michigan Educational Assessment Program (MEAP) in reading.

Writing:

- Increase the number of students in kindergarten and first grade who achieve a composite percentile score of 75 or higher on the 4 - point district rubric (standard scoring tool) in Writing from Knowledge and Experience.
- Increase the number of students in second grade who achieve a composite percentile score of 75 or higher on the 6 - point district rubric in Writing from Knowledge and Experience.
- Increase the number of students in third through sixth grade who score at the Advanced (1) or Proficient (2) levels on the Michigan Educational Assessment Program (MEAP) in Writing.

Dresden Elementary School's Tier III Indicator:

Dresden's staff and students have worked diligently during the 2007-2008 school year. Beginning in August, we participated in the Utica Community Schools Data Decision-Making Team training.

Our school's core team was trained to collect, maintain and analyze student achievement data to meet the instructional needs of our students. This training led to an in-depth analysis of our data and resulted in the identification of tiered goals in reading and writing and the development of research-based instructional strategies and targeted instruction aligned with the goal. These efforts have resulted with an increase in student achievement.

Having already provided intense professional development in reading instruction for two years, as specified under the requirements of the Reading First grant and the MiBLSi grant (Michigan's Integrated Behavior and Learning Support Initiative), this year's professional development focused on writing instruction.

Dresden's staff brainstormed strategies to improve

student writing. We began with in-servicing staff on scoring writing papers to ensure consistency. We continued our professional development using the 6 + 1 Traits of Writing as our avenue to teach students how to write using Writer's Workshop. Besides continuing our book study on the 6 + 1 Traits of Writing, staff developed resource kits around the Traits and presented them at monthly staff meetings.

We are excited about our 6% overall increase in the combined third through sixth grade MEAP scores this year. However, we realize that writing is still a challenge for students and will continue to remain our focus in the upcoming school year.

Dresden's progress toward ensuring that "Every Child Achieves" in reading is emerging as a result of the intensive reading instruction provided by teachers – the direct result of many hours of professional development and a strong commitment to learning these past three years as outlined by the structure of the Reading First Grant.

Besides exhibiting an 11% increase in MEAP Reading, these same third graders mentioned above achieved a 19% increase in reading on the Iowa Test of Basic Skills given last April.

Recognizing the benefit of analyzing data and implementing a research-based program with increased emphasis on quality instruction, the Dresden staff will continue to focus on these components to ensure that "all students at Dresden will achieve."

Our School's Points of Pride

- Dresden's teaching staff continually assesses student achievement and utilizes research-based strategies and interventions in every classroom to meet student needs.
- In addition to every staff member being 100% highly qualified, as required by No Child Left Behind, all K-3 staff have received 90 hours of intensive professional development focusing on reading instruction.
- The teaching staff (including support staff) is devoted to early intervention through incorporating the co-teaching model into the classroom – thereby continually monitoring progress and implementing interventions that address all student needs.
- Our school is a state-of-the-art learning facility with immediate access to wireless technology throughout the building for the purpose of supporting teaching and learning of 21st century skills.
- Dresden students participate in numerous curricular and non-curricular enrichment opportunities such as the Academically Talented and Gifted Program, Science Olympiad, Lego Robotics, Honors Choir, Science Investigation Fair, District Art Fair, Band, Service Squad and Safety Patrol.
- Our students are active participants in community service projects such as Pint Size Heroes (Red Cross), Book Drive to Support Children's Hospital, Walk-A-Thon to raise funds for the county CARE program, Hat and Mitten Drive, and the Canned Food Drive.