



## 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 Duncan 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](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.

#### **Duncan Elementary School's Tier II Indicators:**

All students in grades K-6 will increase proficiency levels in writing based upon the district writing prompt for grades K-2 and the MEAP (Michigan Educational Assessment Program) writing assessment for grades 3-6.

**Tier II SMART Goals** (goals that are specific, measurable, attainable, realistic and timely):

Kindergarten - Percentage of students scoring at a proficiency or higher level in writing will increase from 24% to 72%, as measured on the end-of-the-year district writing prompt given in spring 2008.

First grade - Percentage of students scoring at proficiency or higher in writing will increase from 23% to 72% by the end of the 2007-2008 school year, as indicated by the district writing assessment administered in May 2008.

Second grade - Percentage of students scoring at proficiency or higher in writing will increase from 9% to 75% by the end of the 2007-2008 school year, as indicated by the district writing assessment administered in May 2008.

Third grade - Percentage of students scoring at proficiency or higher in Writing from Knowledge and Experience will increase from 11% to 25% by the end of the 2008-2009 school year, as measured by the MEAP writing assessment administered in fall 2008.

Fourth grade - Percentage of students scoring at proficiency or higher in Writing from Knowledge and Experience will increase from 17% to 28% by the end of the 2008-2009 school year, as measured by the MEAP writing assessment administered in fall 2008.

Fifth grade - Percentage of students scoring at proficiency or higher in Writing from Knowledge and Experience will increase from 9% to 40% by the end of the 2008-2009 school year, as measured by the MEAP writing assessment administered in fall 2008.

Sixth grade - Percentage of students scoring at proficiency or higher in Writing from Knowledge and Experience will increase from 12% to 36% by the end of the 2008-2009 school year, as measured by the MEAP writing assessment administered in fall 2008.

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

The Duncan Elementary school community can be extremely proud of the academic performance of our students. Comparison charts from a variety of data indicate that Duncan students consistently score higher than the state and district averages in all academic content areas.

As an organization, we recognize that ongoing success demands that we remain focused on continuing to move our school forward to further strengthen the foundation of learning for each child. The educational community at

Duncan Elementary developed a school-wide action plan which provided a cohesive vision for a writing initiative that enabled staff to move ahead with direction and purpose, while consistently monitoring the achievement of students.

The writing action plan was developed after careful analysis of available student data which identified significant trends within student writing. This analysis resulted in the development of specific interventions targeted to improve students' skills in writing.

Powerful writing instruction designed to develop effective writing skills at every grade level is delivered daily in a comprehensive, uninterrupted writing block. Utilizing a common writing rubric (standard scoring tool) to evaluate student writing performance, the educational staff developed specific criteria for consistently identifying proficient writing pieces. With the use of high quality anchor papers (examples of good writing), students are taught to identify essential components of good writing and edit their personal writing pieces using the common rubric.

To ensure that success is achieved, our staff implemented and monitored research-based strategies into the teaching and learning process. Student writing progress is carefully monitored through planned assessments throughout the school year. Common grade-level assessments have provided a platform for constructive dialogue within each grade level, as well as building-wide.

Significant growth in student writing performance can be attributed to classroom instruction aligned closely to the differentiated needs of each child.

Collaborative opportunities built into the academic calendar have provided the educational staff with the opportunity to analyze student assessments in detail. This analysis has led to insight and academic improvement as the staff gauge the effectiveness of their interventions and plan future instruction that supports each child's progress along the learning continuum.

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

- Duncan Elementary is a state-of-the-art educational facility with advanced technologies available throughout the building to facilitate 21<sup>st</sup> Century teaching and learning opportunities that prepare our students for the global society in which they live.
- Every member of our teaching staff is highly qualified under the federal No Child Left Behind guidelines and committed to pursuing professional development and continuing education.
- Award winning curriculum enrichment opportunities are available to students to enhance their elementary educational program. Duncan students can choose to participate in Science Olympiad, Social Studies Olympiad, Mathematics Olympiad, Destination Imagination, Lego Robotics Club, Honors Choir and Sixth Grade Band.
- The educational staff closely monitors student achievement while incorporating research-based instructional practices that foster student achievement within every classroom. In conjunction with our educational staff, the support staff is devoted to co-teaching and assisting in early intervention practices that increase student achievement and develop a strong educational foundation for future years of learning.