



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 Ebeling 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.cticak12.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.

Ebeling Elementary School's Tier II Indicator:

Increase the number of students who score at level 3, 4, 5 or 6 as measured by the 6-point holistic state rubric (a scoring tool listing necessary criteria) in the area of Writing from Knowledge and Experience, response to a paired reading selection, and an increase of students who score a 3 or 4 as measured by the four point holistic state rubric in the area Peer Response to a student writing sample.

Ebeling Elementary School's Tier III Indicator:

During the 2007 – 2008 school year, Ebeling Elementary had an extremely positive experience in each area of the curriculum. As the staff reviewed increases in all areas of the MEAP assessment, we observed a need to continue focusing on writing. This became our concentrated objective, on which we spent the majority of our staff professional development for the year.

The kindergarten through sixth grade teaching staff had three goals: Create a school-wide awareness of the three types of writing from the MEAP expectations, create a database to track students and utilize the data to individualize student lessons to meet the needs of every child.

A yearly schedule was created to have quarterly writing assessments to evaluate the students in the three types of writing: Writing from Knowledge and Experience, Peer Response to a writing sample and writing a response to a paired reading selection. A school-wide pacing guide, including all writing, speaking and listening grade level content expectations, was created utilizing professional development and staff meeting time to support the quarterly assessments.

To assess each writing sample, the staff created individual point system rubrics, based on the state's assessment rubrics for each type of writing. These rubrics are a continuum from kindergarten through sixth grade to keep consistency throughout the grade levels.

A classroom database was created for each of the three types of writing. The database will be used to track individual student outcomes per the Ebeling-generated rubric. By tracking student progress in all areas, teachers were able to better diagnose which students were excelling and where support was needed.

During the 2006/2007 school year, the staff created grade level writing resource binders covering all writing, speaking, and listening grade level content expectations (GLCE). After reviewing the classroom database, teachers referred to their grade level writing resource binders to create lessons for every topic on the rubric. A sense of "smarter teaching" was created to meet every student's individual needs.

Our School's Points of Pride

- Henry Ford Macomb School Network Health Team of the Year and Principal of the Year
- Intense K-6 writing program including a database to monitor student progress
- Early Intervention reading program
- School-wide Success Skills program
- Ebeling's student-led Daily News Crew
- Active PTA Involvement
- Ongoing staff professional development
- Ebeling ELITE student team (Ebeling Learning Improvement Team for Education)
- Ebeling student-operated School Spirit Store
- Special Needs classroom /Sixth Grade Buddy Program
- Parent-led 'Picture Lady' program
- Author, Literacy and Technology Family Night
- Academically Talented and Gifted Program
- Student-sponsored charity drives and community work
- School-wide "March is Reading Month" activities
- Ebeling implemented a research-based math intervention program for students lacking mastery in specific, necessary skills. The Number Worlds program is in place for first through sixth graders whose results on a computerized test fell into the lowest quartile of each class. School-wide placement testing occurs for each of the six units in the Number Worlds program assuring that students receive only the intervention(s) needed. Two math tutors follow the Number Worlds curriculum to provide 30 minutes of small group instruction, three times a week. A cumulative review test is given at the end of each unit to monitor students' progress.
- Ebeling continued a school-wide writing plan to create a common language from kindergarten through sixth grade utilizing the writer's workshop while implementing curriculum mapping within each grade level.
- Ebeling's Early Intervention is a K-2 program designed to meet the needs of any students experiencing difficulties in Language Arts areas. Research proves that intervening early will help prevent and reduce the need for future special education services. Program facilitators are the learning center teacher, speech teacher and literacy consultant who work with students three days a week for 30 minutes at a time on phonemic awareness, letter-sound identification and early concepts of print. At each session, students participate in three centers, focusing on pertinent literacy skills identified by the MLPP (Michigan Literacy Progress Profile) and DIBELS Dynamic Indicators of Basic Elementary Literacy Skills.