



Messmore 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 for Messmore 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.

**Messmore Elementary School's Tier II Indicator:**

The number of Messmore students scoring proficient (1 or 2) on the writing portion of the ELA (English Language Arts) MEAP test will increase by fall 2008.

**Messmore Elementary School's Tier III Indicator:**

Messmore's 2007 MEAP writing scores indicated 82% proficiency in third grade, 69% in fourth grade, 93% in fifth grade and 95% in sixth grade.

As a school, Messmore is moving from a writing strategy called Four Square to the 6 + 1 Traits of Writing. Professional development will be available to teachers this fall to prepare them for this change.

In our kindergarten classes, students worked on spacing between words. Capitalization at the beginning of a sentence was also a goal. Teachers modeled this by pointing out the capital letter of any sentence they wrote on the board.

In first and second grade, graphic organizers were taught for reading and writing. Each class did Daily Language Review which focused on punctuation, capitalization and grammar. The format for journal writing was changed and students were required to write a specific number of sentences each day. Specifically, they were to write a topic sentence, three details about the topic and a closing sentence. There was also an emphasis on writing the re-tellings in reading using graphic organizers.

In third and fourth grade, implementation of 6 + 1 Traits were used. Teachers used the Big Book, the 6 + 1 Trait Box and Power Point presentations. There was a great deal of emphasis on paragraph writing focusing on a strong introduction, specific details and a conclusion that tied it all together. Peer editing and scoring were done using released MEAP items. MEAP rubrics were explained to the students.

In fifth and sixth grade, graphic organizers were used to assist the students in planning their writing. Teachers also used visual cues so to remind students of certain traits they were to use in their writing. Modeling good writing in

whole class situations, as well as small group instruction, was another strategy used by the teachers. Reading exemplary examples of good writing from text was done and teachers also used MEAP-type prompts that had students writing from knowledge and experience.

**Our School's Points of Pride**

- For the second year in a row, the MEAP scores for Messmore Elementary were worth celebrating. Messmore attained 100% proficiency in three different categories. Third graders scored 98% in ELA and 100% in math; fourth graders scored 98% in ELA and math; fifth graders scored a 96% in ELA and 100% in math and science; and sixth graders scored 98% proficiency in ELA and 93% in math. A celebration of this accomplishment was held in May at a special Messmore Earns Academic Progress assembly, which promoted the concept of always doing one's best.
- The Messmore Science Olympiad team earned fourth place in the Macomb County Elementary Science Olympiad, where they medaled in eight of 16 events.
- Four students were recognized by the Board of Education for their excellent performances in the Math Olympiad competition. Sixth grader Harsh Parekh received a gold pin and Johnathon Hein, Andrew Krambeck and Vraj Tripathi each received silver pins for their scores in the five-month international contests.
- Also recognized by the Board of Education was fifth grader Olivia Capizzi whose written work was chosen for Kaleidoscope, an anthology published by the Michigan Reading Association.
- Raising money for charities remains a priority at Messmore. The school-wide play, *Hood*, raised nearly \$1,000 for Vision Hope. Various other classes raised money for charities through the Santariffic Shop and by making quilts. Other students participated in the Math-a-thon and UNICEF.
- The Messmore Business Referral Network continued to help the staff and students of Messmore. This organization encourages parents and friends of Messmore to network their businesses. In turn, this group helps the school by giving both monetary donations and by supplying teachers with materials from a wish list. The group has an estimated networking profit of over a half-million dollars and has provided the school with many necessities to assist the teachers and students.
- Four classes participated in A World in Motion, which is a volunteer-based program through General Motors that introduces students to math and science-related careers and encourages scientific concepts.
- For the ninth consecutive year, Messmore has partnered with Oakland University's Department of Education instructor Sherrill Karpinen, who brings her field study classes here twice a year. The Oakland students receive an overview of our Montessori program and tour the classrooms.