



Monfort 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 Monfort 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.

Monfort Elementary School's Tier II Indicator:

The percentage of students in grades three through six receiving a comment code #3 (code #3 indicates the student's writing needs more detail) on the Michigan Educational Assessment Program (MEAP) Writing Assessment will decrease by ten percent as measured by the MEAP Writing Assessment in October 2008. This decrease will lead to an overall increase in student writing proficiency.

Monfort students in grades three through six will achieve 95% proficiency or higher in mathematics as measured by the MEAP in October 2009.

Monfort students in grades three through six will achieve 95% proficiency or higher in reading as measured by the MEAP in October 2009.

Monfort Elementary School's Tier III Indicator:

Based upon previous MEAP writing scores, the Monfort staff implemented its Grade-Level Data teams to assess, examine and improve student writing. A six-point writing rubric (standardized scoring tool) has been utilized in each classroom in grades one through six. Formal writing assessments were given to students monthly and discussed by grade-level teachers and then scored using the rubric.

To continue to improve student writing, grade-level teachers have created Strategy Lists to document the various writing/reading strategies used throughout the school year and also documented the success of each strategy.

Our literacy coach and special education teacher continue to use KPALS (kindergarten peer assisted literacy strategies) for early literacy intervention with kindergarten students. Students are working on activities based on DIBELS testing (Dynamic Indicators of Basic Early Literacy Skills), as well as working with and decoding text. Regular progress monitoring is used to assess the success of this intervention.

Our literacy coach and speech pathologists are continuing their work on early intervention with first grade students. Through the use of a reading station, phonics station and

using the first grade First PALS program, we are closing the gap for first graders needing extra reading support.

Our building staff is continuing to work with the Response to Intervention (RtI) model proposed by the Macomb Intermediate School District (MISD). At the start of the school year, general education and special education teachers presented new RtI model ideas to the rest of the staff and explained the purposes for the program, along with easy to use ideas for all classroom students. We have continued to realign our special education meetings to allow for more meeting times to assist general education teachers in helping students achieve.

To improve our students' knowledge of mathematics, we have implemented a building-wide theme "Dive In To Math." Each student received a math journal at the start of the school year and teachers worked diligently to help students improve their mathematics skills. We also celebrated a special theme day, with students rotating classrooms to take part in various math learning activities.

Our School's Points of Pride

- Our school-wide theme, "Dive into Math," along with our special theme day helped to provide a consistent mathematics focus throughout the entire building.
- The Monfort Staff implemented grade-level assessment data boards to track student success in writing. These data boards helped teachers at each grade level to focus on specific writing strategies from month to month to improve student writing.
- All Monfort students participated in the MS Walk Fundraiser to raise more than \$5,000 to help find a cure for Multiple Sclerosis.
- Monfort celebrated a Diversity Day, helping our students understand and appreciate children and adults with special needs.
- The Monfort Goodness Gorillas helped collect supplies and raise funds for charitable organizations within our community. In addition, they also collected handmade cards for military personnel serving overseas.
- Monfort continues to be home to a VERY supportive and positive Parent Volunteer Group.
- Our annual Monfort Book Drive helped provide thousands of reading level-appropriate books to needy children.
- Monfort is home to the CORE program for students with autism. We have a Peer Pals program that enables fourth and fifth grade student "buddies" to assist our CORE students during lunch and recess.