



## 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 Morgan 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.

### **Morgan Elementary School's Tier II Indicator(s):**

Increase the number of students who score at the proficient level on the district's 4- and 6-point writing rubrics (standard scoring tool) in Writing from Knowledge and Experience.

#### **Tier II SMART Goals**

- The percentage of Morgan kindergarten and first grade students who achieve a score of 3 or 4 on the 4-point rubric will increase from 1% to 60% by June 2008 as measured by the spring 2008 writing assessment.
- The percentage of Morgan second grade students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 4% to 60% by June 2008 as measured by the spring 2008 writing assessment.
- The percentage of Morgan third grade students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 2% to 60% by June 2008 as measured by the spring 2008 writing assessment.
- The percentage of Morgan fourth grade students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 34% to 60% by June 2008 as measured by the spring 2008 writing assessment.
- The percentage of Morgan fifth grade students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 27% to 60% by June 2008 as measured by the spring 2008 writing assessment.
- The percentage of Morgan grade 6 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 48% to 60% by June 2008 as measured by the spring 2008 writing assessment.

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

Beginning in 2007-2008, Morgan participated in the district Data Team Training. MEAP and fall benchmark assessment data highlighted a significant need for writing intervention.

In response, our staff identified our Tier II writing goal of increasing the percentage of our students scoring proficient in the Writing from Knowledge and Experience category.

We committed to implementing Writer's Workshop 20 to 40 minutes per day. After the third writing assessment, student writings were shared during our monthly assembly to encourage and model successful pieces.

Members representing each vertical cluster team met and developed common writing assessments modeled after the MEAP format. These were administered quarterly to our students. The results were displayed on data boards to chart progress and facilitate teaching strategies.

The resource, *6+1 Traits of Writing*, provided strategies to improve student writing. To remove bias from the benchmark scoring process, one teacher volunteered to score the fall and spring assessments. Our literacy consultant presented writing lessons and worked closely with the teachers to support student success in both reading and writing in kindergarten through sixth grade.

In reviewing the spring 2008 data, our staff discussion focused on what was needed to achieve 80% proficiency at all grade levels. We discussed aligning all grades, K-6, with common rubric assessments, common sequence presentation of writing traits, common writing prompts and a common parent communication tool in lieu of the standard report card. We believe these modifications will provide more accurate data to develop successful teaching strategies, focus interventions and improve student writing.

We continue to implement a Response to Intervention (RtI) program addressing the literacy and writing needs of our kindergarten and first grade students. Small group instruction is provided three times each week by the special education team and literacy consultant.

The team uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills), MLPP (Michigan Literacy Progress Profile) and Rigby Oral Reading Record assessments to determine eligibility and plan for instruction. In both the fourth and sixth grades, the learning center teachers co-teach during the reading and writing blocks.

Morgan Elementary will continue its focus on improving the academic achievement of all students in the 2008-2009 school year.

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

- We offer a popular after-school enrichment program for our students.
- Our "Homework Club" is helpful for students needing additional time to complete classroom assignments. High school students who are members of the Future Teachers Club facilitate the hour block after school.
- Our community service model continues, whereby our older students tutor younger, at-risk schoolmates.
- Morgan Peer Buddies and Friendship Groups continue to be invaluable in building students' social skills and respect for others.
- Video conference learning opportunities occurred at all grade levels enhancing the curriculum.
- Parent volunteers continue to be a valuable asset. Our Morgan Volunteers host dynamic community events, such as our school carnival, Halloween "Monster Mash," Daddy-Daughter Dance, Mother-Son Tigers Game, Walk-a-thon fundraiser and more.
- We continued our *Positive Behavior Support* program, keeping students focused on what it means to be a Morgan Rocket — Rockets are Respectful, Responsible and Reflective.