



## 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 Oakbrook Elementary

#### Adequate Yearly Progress (AYP) —

2006-07: Yes      2007-2008: Yes

#### Education YES! Grade —

2006-07: B      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.

#### **Oakbrook Elementary School's Tier II Indicator:**

Oakbrook Tier II – Writing (Achievement Goal #1)  
Increase the percentage of students who score proficient or higher in Writing from Knowledge and Experience.

#### **Tier II SMART Goals –**

Oakbrook Tier II – Writing (Achievement Goal #1)  
Overall Oakbrook Data (Tier II Indicator, Goal #1 - Writing from Knowledge and Experience)

Oakbrook SMART Goal - November 6, 2007  
Percentage of Oakbrook students scoring proficient and higher in Writing from Experience and Knowledge will increase from 21% to 35% as measured by the benchmark writing assessment administered on January 18, 2008.

Oakbrook SMART Goal #2 - January 21, 2008  
Percentage of Oakbrook students scoring proficient and higher in Writing from Experience and Knowledge will increase from 46% to 58% as measured by the benchmark writing assessment administered on April 15, 2008

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

During the 2007 – 2008 school year, the Oakbrook staff focused their efforts on improving writing from Knowledge and Experience. Professional development time and weekly staff and data team meetings were designated for teachers to work collaboratively to increase the proficiency of Oakbrook students.

Scoring student writing and collecting and charting data, combined with the creation of individual SMART (specific, measurable, attainable, realistic and timely) goals helped guide teachers in the process.

Each grade level created a data board where Tier II Indicators and goals were displayed. After assessments were completed, teachers used sticky notes to move students around the board based on proficiency. This visual allowed teachers to discuss and plan instruction accordingly.

Kindergarten through sixth grade teachers implemented writing workshop and utilized additional strategies within the prescribed district language arts block.

MEAP disaggregated data, including school item analysis, classroom item analysis and individual student reports were provided for staff to support instruction.

Response to Intervention (RtI) was again implemented for kindergarten and first grade students that were performing below grade level. Those children making significant gains were moved out of the program so that other children could be moved in. This was a successful intervention program for our early elementary students.

The early elementary teaching staff started to work on the development of a Leveled Writing Wall for students. This

tool provided students with an opportunity to self-assess and reflect on their writing. We have witnessed a tremendous amount of learning growth in the 2007-2008 school year with our students and hope to continue that growth into next year.

Oakbrook Elementary teachers will continue to work on our school-wide writing indicator next year as we strive to improve student achievement in all areas.

Teachers received MEAP reports (classroom item analysis, grade level item analysis and individual student reports) to support instruction.

Kindergarten and first grade Response to Intervention (RtI) groups were formed. Small group instruction is provided three times each week by the special education teaching team, literacy consultant, and principal. The team uses quarterly Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS) assessments to determine eligibility and to plan instruction.

Grade level data teams (K-6) worked throughout the year on planning for writing instruction. Specifically, teachers focused instruction on adding details and examples to writing. Students were given writing prompts as pre-assessments. Teachers scored each others' student work; sharing the scoring prompted discussion of scores and led to more cohesive scores. Grade levels planned writing instruction, varying levels of support and intervention based on student needs. Post-writing assessments in all grade levels showed marked improvement in student scores.

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

Oakbrook continued our long tradition of success in 2007-2008. Throughout the year's many changes, including the addition of several new programs, the staff continued to provide effective instruction and learning activities for all of our students.

Some of the year's highlights included:

- Data Team Meetings – teachers working toward setting SMART goals for student success
- Creation of a Leveled Writing Wall – Kindergarten Writing Resource
- “Who’s Your Eagle” – Student, staff and parent recognition program
- Kindergarten Celebration – recognizing students moving to first grade
- Fifth and sixth grade play – “Into the Woods”

Oakbrook students also participated in many community service activities including:

- Collecting for the Kiwanis Club food drive
- Promoting MDA shamrocks
- Collecting items for packages sent to U.S. troops in Iraq
- Promoting a Red Cross school-based blood drive
- Collecting candy for Forgotten Harvest
- ATG book collection for students in the Philippines

Every class participated in off-site learning experiences:

- Ford Rouge Plant
- Henry Ford Museum
- Camp Tamarack
- Apple Orchard
- Detroit Zoo