



SCHWARZKOFF Elementary

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Michael Hardy, Principal

Annual Report of School Year 2007-2008



Schwarzkoﬀ is a
Michigan Blue Ribbon
Exemplary School

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 Schwarzkoﬀ 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.

Schwarzkoﬀ Elementary School's Tier II Indicator:

Increase the number of students who score at Level 4, 5 or 6 on the district-wide 6-point writing rubric in Writing from Knowledge and Experience.

Tier II SMART Goals (specific, measurable, attainable, realistic and timely)

- Percentage of grade 1 students who achieve a score of 3 or 4 on the 4-point rubric (standardized scoring tool) will increase from 4% to 50% by June 2008 as measured by the spring 2008 writing assessment.
- Percentage of grade 2 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 32% to 63% by June 2008 as measured by the spring 2008 writing assessment.
- Percentage of grade 3 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 17% to 52% by June 2008 as measured by the spring 2008 writing assessment.
- Percentage of grade 4 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 15% to 50% by June 2008 as measured by the spring 2008 writing assessment.
- Percentage of grade 5 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 25% to 63% by June 2008 as measured by the spring 2008 writing assessment.
- Percentage of grade 6 students who achieve a score of 4, 5 or 6 on the 6-point rubric will increase from 31% to 60% by June 2008 as measured by the spring 2008 writing assessment.

Schwarzkoﬀ Elementary School's Tier III Indicator:

Schwarzkoﬀ staff members started last school year by being trained in the Data-Driven Decision-Making process and establishing Data Teams. Upon disaggregating our student's MEAP data, we determined that our biggest challenge was in the area of writing.

Our school's data team generated a Tier II goal to increase the number of students scoring proficient or higher on grade appropriate writing rubrics. The teachers' grade level data teams met two to three times a month to discuss student writing pieces and collaboratively look at ways to improve

student achievement in writing. The goal was to develop local common formative writing assessments that would move children to increased levels of proficiency. We wanted more than one assessment that would give us the data necessary to make adjustments in instruction to make sure that we are meeting the writing needs of our students.

To increase proficiency, the teachers used research-based strategies that would change, based on a specific SMART (specific, measurable, attainable, realistic and timely) goal created by each grade level team. Schwarzkoﬀ's school-wide writing plan has common instructional language and every teacher is using 6 + 1 Writing Traits during Writer's Workshop.

When MEAP results for the 2007-2008 school year were made available to the schools, we found that our writing scores were not what we expected. At that point, a team of eight teachers worked to restructure our school wide writing plan. We will continue to record student scores at every grade level to show an increase in proficient writers.

We continue to work on areas of need with all of our students. Our kindergarten, first and second grades are involved in RtI (Response to Intervention). Using DIBELS (Dynamic Indicators of Early Literacy Skills) as an assessment tool we are able to meet the individual needs of our early elementary students. Teachers continue to work in Guided Reading Groups to focus on their students' needs.

In mathematics, teachers utilize differentiated instruction for their students – for example, our fifth and sixth grade students are grouped by ability with modification of instruction and assignments as appropriate for their needs.

Our School's Points of Pride

- A Michigan Blue Ribbon Exemplary School
- Schwarzkoﬀ Volunteer Group
- First Place in the Michigan Surgeon General's Healthy School Environment Recognition Program
- First time Lego Robotics team placed fourth in competition
- Macomb County Commissioners Outstanding Volunteer Award - Lisa Dimpleby
- Achieving AYP again in 2007-2008
- 'A' letter grades on Michigan's Education Yes! school report card