



Shelby 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.
- **Tier II Indicators** — These are school-based indicators established during the 2007-2008 school year by each UCS

Michigan Report Card for Shelby Junior High

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.

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 seven junior high schools are as follows:

Indicator 1.8: All junior high students will meet or exceed standards and be identified as proficient on the MEAP tests in reading, writing, math, science and social studies.

Indicator 1.9: Seventh and eighth graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.10: Seventh through ninth graders who receive English Language Learners (ELL) services will show specified growth on the English Language Proficiency Assessment.

Indicator 1.11: All ninth graders will take the Pre-ACT test that will be used as a predictor of success for college-level work on the required ACT test.

Indicator 1.12: All seventh through ninth graders will demonstrate proficiency on the district writing test.

Indicator 1.13: All seventh through ninth graders will demonstrate proficiency on the district math, science and social studies tests.

Indicator 1.14: The number of seventh and eighth graders who take and pass Algebra I will increase annually.

Indicator 1.15: All secondary students enrolled in performance-based fine arts courses will present their work to a public audience.

Shelby Junior High School's Tier II Indicator:

Shelby Junior High School will increase the number of students who score proficient or higher on the Shelby 6-Point Writing rubric utilizing an informational reading prompt.

Shelby Junior High School's Tier III Indicator:

The 2007-2008 school year was a successful year overall for Shelby students. Shelby's eighth grade MEAP scores showed a five percent growth in writing and its seventh grade MEAP scores reflected a nine percent growth.

When the Data Team disaggregated the 2006 MEAP data and discussed the impact on our students' future proficiency, they decided to concentrate school efforts on reading for information and writing by combining the two – reading an informational article and writing to a prompt about that reading. The English Department developed the writing prompt (topic) given to all grades in January and repeated the same prompt in May. A 6-point writing rubric (scoring guideline) was also developed using both the MEAP and ACT rubrics as models.

Professional development in the use of the rubric was done during a staff meeting in December. After the first prompt was written and scored, additional training was conducted that included samples of different levels of writing proficiency.

In February, March and April, departments were asked to embed writing prompts into their subject-specific lessons. Teachers formally gave one writing prompt from informational reading once a month and graded it with the Shelby rubric.

The final school-wide assessment was given on May 1. The assessments showed a drop of three percent proficiency in seventh grade; a growth of two percent in eighth grade and a four percent drop in ninth grade.

Although we had anticipated success, the results revealed our challenges – teachers required additional training, students must understand and “buy into” the process and we must develop a better method of delivery for the prompts.

Teachers have shown more understanding of the process and use of the rubric, which may account for a difference in scores from January to May. In the coming year, we will continue to reevaluate our approach and process.

Our School's Points of Pride

- Shelby Science Olympiad team placed first at regional competition and fourth at the state competition.
- Eighth grade student Devpreet Chahal placed in the top four at the Macomb Regional spelling bee and qualified for the WXYZ -Channel 7 Spelling Competition.
- Shelby's Rocket Club teams qualified to compete at the national competition in Virginia where they finished in 41st and 44th place out of 100 teams.
- Our students raised more than \$9,000 for the Leukemia and Lymphoma Society – the second highest school contribution in the state.
- Students Allison Kucharzyk, Alex Susalla and Amber Zuehlke placed in the Macomb Bar Association essay contest. Teacher Barbara Trigger won the Bar Association's Golden Apple Award for most polished student essays submitted.
- Shelby's seventh grade girls track team was undefeated and the ninth grade baseball team won the league championship.
- Art teacher Marsha Sevek was selected the Utica Community Schools Junior High Teacher of the Year.