



West Utica Elementary

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 education progress for West Utica Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3pwbECX> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2021-2022 school year, schools were identified using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a "Targeted Support and Improvement" school.

School Improvement Plan

West Utica's Objectives

- 48% of All Students will demonstrate a proficiency across all claims in Mathematics by 6/13/2025 as measured by spring state summative assessment and or local summative assessment.
- 53% of All Students will demonstrate proficiency across all claims in English Language Arts by 6/13/2025 as measured by spring state summative assessment and or local summative assessment.

- 85% of All students will demonstrate proficiency across all claims in Science by 6/13/2025 as measured by spring state summative assessment and or local summative assessment.
- 85% of All Students will demonstrate proficiency across all claims in Social Studies by 6/13/2025 as measured by spring state summative assessment and or local summative assessment.

West Utica had a successful 2021-2022 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

West Utica data teams utilized a variety of assessments to analyze data including M-Step, Northwest Evaluation Association (NWEA) and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Key Challenges

The 2021-2022 school year began with the effects of the Covid-19 pandemic residual. Students and families were continually contracting Covid-19 which negatively impacted student attendance with only 30% of students being on track to meet statewide attendance targets. Poor attendance impacted student achievement in all content areas. During the 2020-2021 most students were attending school face to face. A small percentage of students were virtual. Our focus was high quality teaching and learning accelerating learning for each student. We incorporated a Positive Behavior Support Intervention (PBIS) with a focus on social and emotional learning. Research shows when students social needs are being met, they perform better academically.

During the school year, we continued to focus some of our time and effort with our lowest achieving students. Key challenges for the staff included decreasing the achievement gap between our top 30% and bottom 30% and increasing the proficiency levels on the M-STEP and NWEA. Several initiatives in our school improvement plan were in place to address these challenges. All students received Tier 1 instruction using a common core state aligned curriculum (McGraw Hill-Wonders). Small Group Tier III instructional delivery is embedded in the School Improvement Plan. Teachers provide differentiated instruction for students based on their academic needs. The NWEA Learning Continuum, classroom progress monitoring and assessments allowed us to dig deeper to pinpoint the individual areas our at-risk students were having difficulty with. Our paraprofessional provided additional intervention support for our at-risk students several times a week. Teachers, consultants, and the building principal collaborated, planned, and implemented Tier 1, Tier II, and Tier III instructional support for all students. Tier II and tier III were purely focused on providing support for our at-risk students based on their individual learning needs.

These supports and interventions were continuously monitored and adjusted to meet the needs of our students. Teachers were consistently trained on how to provide support for the struggling learner. The information gathered was based on schoolwide data. We have further learned that in all grade levels in all classes there is a great diversity in academic abilities. In any given class, we have students that are above grade level and students that are below grade level in all content area. This academic diversity leads us to challenge ourselves to be consistent with examining data and student work to provide the support students need. In addition, teachers facilitated small flexible instructional grouping to provide a challenging education for every student. As a result of flexible instructional grouping teachers were able to increase the academic success of all students and continue to close the gap between our highest performers versus our lowest performers.

Student Enrollment

Students attend West Utica Elementary based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate, and lifelong learners who value intercultural understanding and respect for others.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives, which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to *all UCS and non-UCS students' priority is given to Stevenson feeder pattern (Davis, Heritage, and Jeannette)*. .

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Academic Standards in English Language Arts, Mathematics, Science and Social Studies. These standards can be accessed at <https://www.michigan.gov/mde/services/academic-standards>. The district's vision and mission statements can be accessed at www.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments, but we also monitor the progress of our students through the Northwest Evaluation Association (NWEA). NWEA is used to

monitor and assess students in English Language Arts and mathematics using computer adaptive testing. NWEA aggregate student achievement can be requested from the school.

Parent/Teacher Conference Attendance 2020-2021

Number: 443

Percentage: 95.7%

Parent/Teacher Conference Attendance 2021-2022

Number: 421

Percentage: 95.57%

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

- West Utica Running Club
- West Utica Flag Football Club
- Jr. Optimist Club
- ATG (Academically Talented and Gifted)
- Summer Reading Camp
- Student Council
- School Wide PBIS
- Annual Veterans Day Program

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

West Utica Elementary is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,


Dr. Alisanda Woods

Principal