

Browning Elementary School

12400 Nineteen Mile Road
Sterling Heights, MI 48313

Phone: (586) 797-4000
Fax: (586) 797-4001
www.uticak12.org

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 education progress for W. B. Browning. 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://goo.gl/Rxe9uo> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

W. B. Browning Objectives:

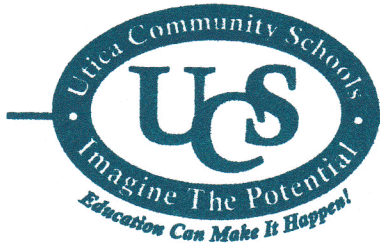
- 85% of all students will demonstrate a proficiency across all domains in mathematics by 06/15/2024 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in English Language Arts by 6/15/2024 as measured by the spring state assessment
- 85% of all students will demonstrate a proficiency across all domains in science and social studies by 06/15/2024 as measured by the spring state assessment

W.B. Browning had a successful 2016-2017 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.

W.B. Browning 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 MTSS intervention strategies.

Key challenges for the staff of the staff of W. B. Browning Elementary include decreasing our achievement gap between our top 30% and bottom 30% and increasing our proficiency levels on the M-Step and NWEA Assessments. Several initiatives in our school improvement plan address these challenges.

To increase reading and math achievement for students in grades Kindergarten through Second grade, we implemented the UCS personalized instruction model. Students receive small group instruction from their teachers in reading and math based on instructional data gathered from fall and winter NWEA assessments. Teachers plan differentiated lessons for their small group instruction to ensure they are meeting each students' individual learning needs. In addition to small group instruction from their teachers, students use the eSpark application for focused reading and math practice. The eSpark



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application designs a personalized pathway for each child based on their individual NWEA RIT scores in reading and math as students' progress at their own pace through their lessons. Our Kindergarten through Second grade students' have shown strong increases in their personal growth, as well as strong increases in proficiency levels because of the personalized instruction model.

Over the course of the school year, all classroom teachers and special education teachers attended several professional development session to look "unpack" the Mathematics standards to ensure they have a deep knowledge of the content they teach. All of our teaching staff has also attended the professional development "Classroom Instruction That Works. : CITW, at the Intermediate School District which is based on Marzano's research, links classroom instructional strategies to evidence of increased student learning. We utilized CITW with our School Improvement Plan. The building principal observed every teacher as they engage students with focused instruction and provided feedback after the observation Teachers use Marzano's nine essential strategies from CITW as the framework for their lessons. The Initiative will continue in the 208-2019 school year.

Browning's staff has taken many measures to address the achievement gap. All classroom teachers, special education teachers, specialist and the principal have met every month both in vertical and horizontal teams to monitor the progress of students identified in the bottom 30% for ELA math science and social studies. Teachers discuss the growth of the bottom 30%, bring forth concerns for these students, share strategies that have been successful and discuss ways to improve instruction.

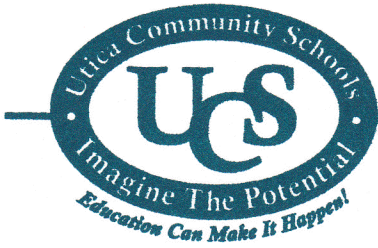
Student Enrollment

Students attend W.B. Browning 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.

Points of Pride

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

- Students participated in Social Studies Olympiad, Math Olympiad, Science Olympiad, National Elementary Honor Society, Destination Imagination, Recycling Club, Academically Talented and Gifted, Bully Free, Kaleidoscope, talent show, musical performances, volleyball tournament, field day and sixth grade camp.
- Browning implements a School Wide Positive Behavior Intervention Support program with posters in every classroom to encourage children to communicate effectively and solve conflicts using "I message," PBIS day to learn and review Browning's PBIS expectations and "Caught You at Your Best" tickets when they are found following the PBIS rubric.
- Browning students participate in student council, service squad, principal cabinet and the technology news broadcasting team.
- Browning students participated in March is Reading Month and Family Literacy Night.



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- Browning families supported the Kiwanis canned food drive, Toys for Tots, Mitten and Hat Tree, St. Vincent De Paul gentle used clothing for needy families and hygiene drive for Samaritan House.
- Students participated in our annually Run Fun with all proceeds going to cancer research.

Specialty Programs

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

Utica Academy for International Studies

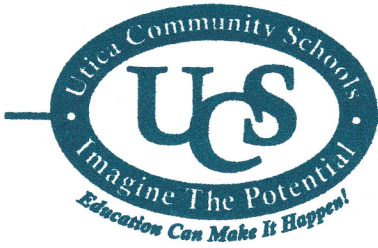
Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for 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.



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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 and Mathematics and are transitioning to the Michigan Science Standards. All other content areas continue to follow the Grade Level Content Expectations (GLCE). These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – 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

Number: 420

Percentage: 100

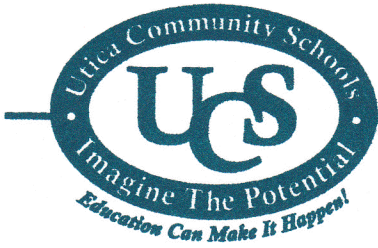
State of Michigan Rankings

For the 2016-2017 school year, schools were identified using new 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.
- An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups.
- A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state.

Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given a label.

Based off data obtained through from the Michigan Student Test of Educational Progress (M-STEP), 43% of all students were considered "proficient" or "advanced" on state tests (M-Step, MI-Access) during the 2016-2017 school year. The State of Michigan average, however, showed only 36% of students were "proficient" or "advanced" on state tests. Data indicates that students at Browning Elementary achieve more than the average student across the State of Michigan.



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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 W. B. Browning 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,

Nina Carver-Hardiewich

Principal