

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 education progress for W. B. Browning 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://goo.gl/JoD6dx> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

W. B. Browning Elementary Tier I Objectives:

- 85% of all students will demonstrate a proficiency across all domains in mathematics by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in reading by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in writing by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in science and social studies by 06/15/2022 as measured by the spring state assessment.

W. B. Browning Elementary had a successful 2014-2015 school year. All 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 Tier I objectives.

W. B. Browning data teams utilized a variety of assessments to analyze data, including MEAP (2013-2014), M-Step (2014-2015), Northwest Evaluation Association (NWEA) and classroom assessments. Teachers met on a regular basis with the principal in grade level data teams to analyze data and collaborated in planning classroom lessons and intervention strategies.

Key challenges for 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 application designs a personalized pathway for each child based on their individual NWEA RIT scores in reading and math and 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 as a result of the personalized instruction model.

Over the course of the 2015-16 school year, all classroom teachers and special education teachers attended several professional development sessions to look at the Crosswalks and “unpack” the Mathematic standards to ensure they have a deep knowledge of the content they teach. Half of our teaching staff also attended the professional development “Classroom Instruction That Works,” CITW, at the Intermediate School District with the remaining staff to receive training in the 2016-2017 school year. “Classroom Instruction That Works,” which is based on Marzano’s research, links classroom instructional strategies to evidence of increased student learning. We utilized CITW within our School Improvement Plan. The building principal observed every teacher as they engaged 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. This initiative will continue into the 2016-17 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 other month to discuss student data in grade level teams to monitor the progress of students identified in the bottom 30% for reading, math, writing, 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 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 6000 and 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is a half day shared time program that 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 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 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

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 have transitioned to the Michigan Academic Standards in English Language Arts and Mathematics and continue to follow the Grade Level Content Expectations (GLCE) in all other content areas. These standards can be accessed on www.uticak12.org under the instruction tab. The district's vision and mission document, entitled Reaching Higher, can be accessed at reachinghigher.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. In 2014-2015, the following assessments were given at each of the different levels to follow each student's academic progress.

Michigan Literacy Progress Profile (MLPP)

The MLPP is given to assess student progress in reading comprehension, phonics and fluency.

Northwest Evaluation Association (NWEA)

NWEA is used to monitor and assess students in English Language Arts and mathematics using computer adaptive testing.

Parent/Teacher Conference Attendance

Number: November-459 January-156

Percentage: November 100% January 100% of the number requested

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.

W. B. Browning 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,

Mrs. Nina Carver-Hardiewich

Principal