

Messmore Elementary School

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February 1, 2023

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 Messmore 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. Please contact the building principal for assistance if you have any questions about the AER.

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

State of Michigan Rankings

Schools were identified using definitions and labels for the 2021-2022 school year, as required in the 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 has not been given one of these labels.

School Improvement Plan

Messmore Elementary Objectives:

75% of Third, Fourth, Fifth, and Sixth-grade students will demonstrate proficiency in all claim areas in Mathematics by 06/13/2025 as measured by the spring 2025 State Assessment.

70% of Third, Fourth, Fifth, and Sixth-grade students will demonstrate proficiency across all claims in English Language Arts by 06/13/2025 as measured by the 2025 spring state assessment.

85% of Fifth-grade students will demonstrate proficiency across all domains in Science by 06/01/2025 as measured by the 2025 spring state assessment.

85% of Fifth-grade students will demonstrate proficiency across all domains in Social Studies by 06/13/2025 as measured by the 2025 spring state assessments.

Messmore Elementary Tier 1 Strategy

All students in grades kindergarten through sixth grade will be explicitly taught about the relationship between effort and achievement and all classroom teachers, specialist teachers, learning center teachers, and support staff will acknowledge students' efforts when they work hard to achieve.

Recognizing learning includes specific tactics for improving students' beliefs about their abilities and how and when to recognize them when they achieve. Teachers who understand the value of tapping into students' affective domains for improving achievement employ research-based implementation practices, such as:

- Teaching the relationship between effort and achievement.
- Providing students with explicit guidance about exactly what it means to expend effort.
- Reinforcing effort.
- Asking students to keep track of their effort and achievement.
- Creating a class effort rubric.

Messmore Elementary 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.

Messmore Elementary 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

Although overall 75% of our students were proficient in both Mathematics and ELA on the state assessment MSTEP, there is a low achievement for our special education students demonstrating proficiency. The 5th-grade state assessment MSTEP in the content area of science had a 56.5% proficiency and the content of social students had a 23.9% proficiency. On our NWEA assessments, we strive to have students make a projected RIT score for growth or score in the 70th percentile or above. In Spring NWEA Mathematics we had 17% of our students who did not meet their projected RIT and were below the 70th percentile. For Spring NWEA ELA we had 23% of our students who did not meet their projected RIT and are below the 70th percentile. We will continue to meet as a staff and our Literacy Coach will also support the students and staff as we refine our strategies to meet the needs of all students.

Student Enrollment

Students attend Messmore 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 blend 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 coursework 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' and priority is given to the Stevenson feeder pattern (Davis, Heritage, and Jeannette)*.

.Core Curriculum

An 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 also monitors 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: 314

Percentage: 99%

Parent/Teacher Conference Attendance 2021-2022

Number: 318

Percentage: 98%

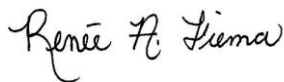
Points of Pride

Our school continues to celebrate success in several ways. Messmore Elementary is a Michigan Blue Ribbon Exemplary School with a certified Montessori program. Our teachers implement Montessori methodologies that include a whole-child approach, an integrated curriculum, and a peace education component. Students are placed within multi-age classrooms at all levels and have opportunities to mentor younger students. We maintain consistent academic proficiency on the State Assessments and strive to enhance student agency and independence. We are proud of the successes of our competitive teams that consistently place in top rankings. Our competitive teams include Science Olympiad, Math Olympiad, Destination Imagination, and Lego Robotics. We have strong participation in academic clubs and after-school enrichment. Our parent group actively supports staff and students with high volunteerism.

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 in our parent groups, and working closely at home with your students on their assignments.

Messmore 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,



Renee Fiema, Ed.D.
Messmore Principal