

June 2016

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 educational progress for Graebner 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 school principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/llp6nh> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Graebner Elementary School's Tier I Objectives:

- ✓ 85% of All Students will demonstrate a proficiency across all focal points as aggregate scores in Mathematics by 06/15/2022 as measured by the spring state summative assessment.
- ✓ 85% of All Students will demonstrate a proficiency across all domains in Writing in English Language Arts by 06/15/2022 as measured by spring state summative assessments.
- ✓ 85% of All Students will demonstrate a proficiency across all domains as aggregate scores in English Language Arts by 06/15/2022 as measured by the spring state assessment.
- ✓ 85% of All Students will demonstrate a proficiency across all strands as aggregate scores in Science by 06/15/2022 as measured by the spring state summative assessments.
- ✓ 85% of All Students will demonstrate a proficiency across all strands in Social Studies by 06/15/2022 as measured by the spring state summative assessments.

Graebner Elementary School had a successful 2014-2015 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 Tier I objectives.

Graebner Elementary

Graebner Elementary 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 meet on a regular basis with the principal in grade level data teams to analyze data and collaborate in planning classroom lessons and intervention strategies.

At Graebner Elementary School approximately 35% of our economically disadvantaged students in the bottom 30% are scoring below proficiency in comparison to the rest of the student population in the areas of math, reading, writing, science and social studies. Strategies used to address these areas include increasing academic vocabulary and implementing small group instruction for the purpose of targeting and practicing specific skill deficits.

Graebner students have made significant growth from the 2013-2014 to 2014-2015 in our state assessments and in our local NWEA data. Although we have made growth for all students there still is an achievement gap in reading with our economically disadvantaged subgroup in comparison to the rest of the population. Strategies in our school improvement plan to address this area of need include small group focused instruction during guided reading, interactive notebooks to increase academic vocabulary and the posting of lesson objectives in student friendly language so students understand the purpose of the lesson. As a Professional Learning Community (PLC), we follow the 5-step process utilized in the Data Team process which consists of: collecting and charting data, analyzing strengths and obstacles, establishing goals: reviewing, revising select instructional strategies and determine results indicators. Progress monitoring is consistently utilized to meet the needs of all children. Through our school's data dialogues, teachers are differentiating their small group instruction more intentionally to best meet the needs of all of our students.

Analyzing the assessment data even further, we learned that approximately 35% of our Limited English Proficiency students in the bottom 30% are scoring below proficiency in comparison to the rest of the student population in the areas of math, reading science and social studies. Strategies used to address these areas include increasing the use of non-linguistic representation, targeted instruction and practice of reading skills using the Response to Intervention model.

Furthermore, approximately 50% of our special education students in the bottom 30% who take the MSTEP are scoring below proficiency in science and social studies. Strategies used to address these areas included academic vocabulary, the use of non-linguistic representation and targeted instruction with additional practice in informational reading.

During the past school years, the state identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Graebner was identified as a Reward school.

Student Enrollment

Students attend Graebner Elementary School 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.

Specialized 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 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. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21st century.

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. The following assessments are also 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: 563/593

Percentage: 95%

We are pleased to provide this annual education report to our school community. The information 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.

Graebner 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. Gregory L. Church
Principal