



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 Havel 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/TGOFVw> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Havel Elementary Tier I Objectives:

- 85% of all students will demonstrate a proficiency in Reading and Writing in English Language Arts by 6/15/2022 as measured by the state spring assessment.
- 85% of Bottom 30% students will demonstrate a proficiency in Reading and Writing in English Language Arts by 06/15/2022 as measured by state spring assessment.
- 80% of Kindergarten, First and Second grade students will demonstrate a proficiency on their personal benchmark in Reading by 06/17/2016 as measured by the NWEA assessment.
- 85% of All Students will demonstrate a proficiency in all focal points in Mathematics by 06/15/2022 as measured by state spring mathematics assessment.
- 85% of Bottom 30% students will demonstrate a proficiency in all focal points in Mathematics by 06/15/2022 as measured by the state spring mathematics assessment.
- 85% of Students with Disabilities and English Learners students will demonstrate a proficiency in all Focal Points in Mathematics by 06/15/2022 as measured by state spring mathematics assessment.
- 85% of All Students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/15/2022 as measured by state spring assessments.
- 85% of Bottom 30% students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/15/2022 as measured by state spring assessment.
- 85% of Students with Disabilities and English Learners students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/15/2022 as measured by state spring assessment.

Havel Elementary 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.

Havel 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.

Achievement data has also helped pinpoint challenges in each of the subject areas. Reading challenges included student achievement regression due to "summer slide," showing proficiency with embedded curriculum assessments, and understanding text features, author's craft, and author purpose. In writing, students need support in demonstrating critical thinking and analysis skills through writing. As reading and writing are paired together, students with reading difficulties struggle with writing tasks. Finally, many students (EL in particular) struggle with grade level vocabulary and grammar. To increase the reading and writing achievement for students, we are focusing on the personalized instructional model for the students in kindergarten through second grade. Students in all grades receive small group instruction from their teachers based on the instructional data received from the fall and winter NWEA assessments. Using this information teachers are planning differentiated lessons for their small groups to ensure that they are meeting each students' individual needs.

In math, several challenges were identified. Students struggle with two, three, and four step problem solving. Many students also struggle with knowing all the prerequisite basic skills needed for authentic mathematical problem solving. We are utilizing small group instruction to address student needs in understanding mathematical concepts, as well as embedding vocabulary into daily lessons within their interactive notebooks through a variety of activities to promote a deeper understanding of the concepts.

In science and social studies, students are challenged with the same two problems: understanding subject specific vocabulary and possessing the basic reading skills to interact with the text. Additionally, teachers are using Close and Critical Reading strategies to increase each student's ability to comprehend and develop a deeper understanding of informational text, as well as incorporating vocabulary into their daily lessons.

Teachers received professional development in McGraw-Hill Reading and Writing instruction and assessments, as well as the use of NWEA MAP reports to identify individual skills for support in mathematics and reading. Teachers also completed nine hours of professional development throughout the school year in the areas of data use, cultural proficiency, close and critical reading, and vertical teaming.

Our school will continue to stay focused on providing challenging curriculum for students to become college and career ready and student achievement expectations will align with the Michigan Curriculum Standards.

Student Enrollment

Students attend Havel 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

Blue Ribbon School
Green School- Emerald Status
Math Olympiad Team
Social Studies Olympiad Team
Destination Imagination Team
Kaleidoscope Student Publication
Law Day Essay Contest Winner
African Drumming Club
Running Club
Macomb County Spelling Bee Participant
Speech and Language student writing published in The National Suttering Foundation Magazine
Teacher grant recipient

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: 576

Percentage: 99%

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.

Havel 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,

Ms. Kristina Barel

Principal