



Jack Harvey Elementary

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Mrs. Laurie Pritchard, Principal

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 Jack Harvey 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/UPM2oL> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Jack Harvey Elementary Objectives:

- 85% of all students will demonstrate a proficiency in all claim areas in Mathematics by 06/14/2024 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency in all claim areas in English Language Arts by 06/14/2024 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in Social Studies by 06/14/2024 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in Science by 06/14/2024 as measured by the spring state assessment.

Jack Harvey Elementary 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.

Jack Harvey Elementary's 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.



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HOME OF THE EAGLES | ESTABLISHED 1962



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Key challenges for the staff of Jack Harvey Elementary include decreasing our achievement gap between our top 30% and bottom 30%, decreasing the achievement gap for our EL, ED, and SE subgroups, and increasing our proficiency levels on M-STEP and NWEA. Several initiatives in our school improvement plan are in place to address these challenges.

To increase reading and math achievement for students in grades kindergarten through second grade, we are implementing 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 are working on the eSpark application for reading and math. The eSpark application designs a personalized pathway for children 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 2016-17 school year, all classroom teachers, special education teachers, and our EL teacher attended several professional development sessions led by our building Title I Literacy Consultant in the area of English Language Arts (ELA) instruction. In the fall of 2016 teachers received professional development from the district's EL lead teacher on Structured Conversations and the QSSSA strategies, which are included in our School Improvement Plan. Our Literacy Consultant provided professional development on the Multi-Tiered System of Support (MTSS) so teachers could have an understanding of how MTSS aligns to our School Improvement Plan and to help them plan Tier II and Tier III interventions for their students.

Teachers fully implemented the components of the gold standard for guided reading, in which they were trained during the 2015-16 school year, and is a key strategy in our School Improvement Plan. The building principal observed every teacher as they delivered guided reading lessons and provided written feedback after the observation using the gold standard checklist. Teachers are using the checklist with fidelity as they teach their guided reading lessons. This initiative will continue into the 2017-18 school year.



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HOME OF THE EAGLES | ESTABLISHED 1962



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New to our School Improvement Plan this year are strategies from Classroom Instruction That Works (CITW). A team of seven teachers was trained in CITW strategies and these lead teachers are working with the principal to provide professional development for the staff on CITW in the 2017-18 school year.

Harvey's staff had taken many measures to address the achievement gap. All classroom teachers, special education teachers, the EL teacher, the Title I Literacy Consultant, and the building principal met every ten weeks for data dialogues in grade level teams that were designed to monitor the progress of students identified in the bottom 30% for reading, math, writing, science, and social studies throughout the 2016-17 school year. Grade levels chose progress-monitoring tools for each subject area and they presented their data at the ten-week checks. Teachers discussed the growth of the bottom 30%, brought forth concerns for these students, shared their thoughts on strategies that have been successful, and discussed ways to improve instruction. District leadership joined us every ten weeks where we met in vertical teams by subject areas, shared our data for the bottom 30%, and discussed instructional strategies that were successful.

Student Enrollment

Students attend Jack Harvey 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.

Points of Pride

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

Jack Harvey Elementary is a state-of-the-art educational facility with advanced technologies available throughout the building to facilitate 21st Century teaching and learning opportunities that prepare our students for the global society in which they live.

A team of teachers leads the building's Positive Behavior Intervention Support (PBIS) program, which is a building-wide initiative that promotes positive behaviors in all aspects



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of the school day. Teachers plan monthly assemblies to promote the PBIS program and to reward students who have demonstrated following our “Eagle Expectations.”

Jack Harvey Elementary offers a variety of extra-curricular activities for students, including Science Olympiad, Math Olympiad, ATG (for academically gifted and talented students), our annual talent show, the Principal’s Cabinet, Run Club, the National Elementary Honor Society, Service Squad, Safety Patrol, and Student Council. The Student Council supports the annual Kiwanis Canned Food Drive and School Spirit Days.

Our Jack Harvey Volunteers (JHV) parent/teacher organization is very active in providing enrichment and fundraising activities for our students that support our UCS educational programs. The JHV sponsors many activities throughout the year, including skating parties, restaurant nights, the daddy-daughter dance, the mother-son evening, our walk-a-thon, March Is Reading Month activities, assemblies, field trips, bagel days, and field day. Volunteers work in classrooms to assist students with their reading, literacy and math stations, and writing activities.

In addition to our parent volunteers, we have several “Senior Stars” volunteers who work in our lower elementary classrooms on a weekly basis.

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



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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.

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.



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HOME OF THE EAGLES | ESTABLISHED 1962



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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: 454 conferences held (472 scheduled)

Percentage: 97%

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 one of these labels.

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



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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.

Jack Harvey 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,

Laurie Pritchard

Principal



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