



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-2016 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/FW8gpw> or you may review a copy in the principal's office at your child's school.

## School Improvement Plan

### Havel Elementary Objectives: School Improvement Plan

#### Havel Elementary Tier I Objectives:

- 80% of Kindergarten, First and Second grade students will demonstrate a proficiency on their personal benchmark in Reading by 06/15/2024 as measured by the NWEA assessment.
- 85% of All Students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/14/2024 as measured by Spring State Assessments.
- 85% of Bottom 30% students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/14/2024 as measured by Spring State Assessment.
- 85% of Students with Disabilities and English Learners students will demonstrate a proficiency across all strands in Science and in Social Studies by 06/14/2024 as measured by Spring State Assessment.
- 85% of All Students will demonstrate a proficiency in all focal points in Mathematics by 06/14/2024 as measured by Spring State Mathematics Assessment.
- 85% of Bottom 30% students will demonstrate a proficiency in all focal points in Mathematics by 06/14/2024 as measured by Spring State Mathematics Assessment.
- 85% of Students with Disabilities and English Learners students will demonstrate a proficiency in all Focal Points in Mathematics by 06/14/2024 as measured by Spring State Math Assessment.
- 85% of All Students will demonstrate a proficiency in all focal points in English Language Arts by 06/14/2024 as measured by Spring State Mathematics Assessment.
- 85% of Bottom 30% students will demonstrate a proficiency in all focal points in English Language Arts by 06/14/2024 as measured by Spring State Mathematics Assessment.

- 85% of Students with Disabilities and English Learners students will demonstrate a proficiency in all Focal Points in English Language Arts by 06/14/2024 as measured by Spring State Math Assessment.

Havel Elementary had a successful 2017-2018 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.

Havel'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 intervention strategies. Examination of the School Data Analysis also revealed several challenges that must be addressed. In reviewing student perception data, lower elementary students indicated that they would like more choice in choosing stations. Parents and community members indicated concern with the communication and understanding of Havel's vision statement. Identified challenges within the demographic realm revealed the lack of parent support and chronic student absences and tardiness.

Process information indicated that collaborative learning can be improved. 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. The students also struggled with pulling the "main idea" from informational and narrative text. In writing, students are facing challenges in demonstrating critical thinking and analysis skills through writing. The depth of their writing was not at a proficient level, as students would respond with basic information, but lack making connections and applying prior knowledge to make the writing more engaging and meaningful. As reading and writing are paired together, students with reading difficulties struggle with writing tasks. Finally, many students (EL and those in Special Education in particular) struggle with grade level vocabulary and grammar.

In math, the staff identified several challenges. Students struggle with two, three, and four step problem solving, often answering one of many steps required of them. Many students also struggle with knowing all the prerequisite basic skills needed for authentic mathematical problem solving. Another observation was how vocabulary was used within the questions that were being asked the students. The staff realized the way they students were being asked was different than what was being asked of them on standardized assessments and have met as grade level teams to adjust instruction and daily practice opportunities. In science and social studies, students seem to be challenged with the same two problems: understanding subject specific vocabulary and possessing the basic reading skills to interact with the text.

### **Student Enrollment**

Students attend Havel 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:

Michigan Green School

Utica Community Schools Teacher of the Year 2017

National Elementary Honor Society

5<sup>th</sup> Grade Teacher Interviewed and Recognized in a Publication by Oakland University

Physical Education Teacher was the recipient of the Giraffe Award presented by Henry Ford Macomb Hospital

Macomb Intermediate School District Make A Difference Nominee

Teacher/Student Mentor Program

Partnership with Kiwanis of Sterling Heights

K-6 Principal's Advisory Council

Various student groups/Activities including: Student Council, Destination Imagination, Service Squad, Safety Patrol, Havel Morning News Crew, Social Studies Olympiad, Science Olympiad, Pokemon' Club (started by a student and sponsored by a staff member), 6<sup>th</sup>/1<sup>st</sup> Grade Student Mentorship

### **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](http://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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> through 12<sup>th</sup> 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](http://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](http://www.uticak12.org).

## **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: 541/555 Conferences

Percentage: 97% Participation

## **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 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,

Kristina Barel  
Principal