



Graebner Elementary

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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 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/gSGCQN> 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 06/15/2024 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 06/15/2024 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 06/15/2024 as measured by the spring state assessment.
- ✓ 85% of All Students will demonstrate a proficiency across all strands as aggregate scores in Science by 06/15/2024 as measured by the spring state summative assessments.
- ✓ 85% of All Students will demonstrate a proficiency across all strands in Social Studies by 06/15/2024 as measured by the spring state summative assessments.

Graebner Elementary School had a successful 2015-2016 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 (2014-2015), M-Step (2015-2016), 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 34% 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 2014-2015 to 2015-2016 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 45% 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.

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.

Points of Pride

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

- Garden Club
- Student of the Month Program
- Entertainment Books fundraiser
- Fun Run
- National Elementary Honor Society (NEHS)
- Green School
- DAV Recycling Bins
- Muffins with Moms
- Doughnuts with Dads
- Student Council
- Student of the Month
- Principal of the Day
- Green Club
- March IS Reading Month Activities/Military Readers
- Junior Diabetes Research Foundation Fundraiser
- Homework Cub
- Blue Ribbon School of Excellence
- Reward School Distinction – 2014

Detroit Piston's fundraiser
Halloween Fundraiser Celebration
Advanced math placement for students
Future Educators of America – HFII Students
Bible Club
French Club
Carnival End of Year Celebration
Blue Ribbon Press: student newspaper
Images: after school gifted and talented program
Dolphin Readers: K-3 Response to Intervention program
Social Studies Olympiad
Science Olympiad – 2015 (4 student received medals)
Destination Imagination: student challenge teams
GREAT Night: Games, Reading, Eating, Art, Technology
KEYS leaders: student government
Peer to Peer: autistic support
Learning Walls: instruction in the hallways
CORE: K-6 behavioral intervention
Positive Behavior Intervention Support (PBIS): Graebner KEYS
Graebner Parent Teacher Organization (GPTO)
Ronald McDonald Service Project
Peer-to-Peer Program
Parent Volunteers
Read Naturally volunteers
Camp Copneconic 6th Grade Experience
Multi-Tiered Systems of Support (MTSS)
Charitable giving: Kiwanis Food Drive, Macomb County Duffle Bag program, American Red Cross Blood Drive, Holiday Giving Tree, Jump Rope for Heart, individual support on an as needed basis
Oakland University Partnership: STEM Day Visit (Extended Learning: Science- 4th grade

Graebner currently has approximately 600 students.

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 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.

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.

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.

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: 574/588

Percentage: 98%

State of Michigan Rankings

The State of Michigan has adopted an accountability system that places public schools in three categories based on state standardized assessment data:

- A Focus school is one that has a large achievement gap between the highest performing students and the combined results of 30 percent of those students needing additional assistance.
- A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.
- A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in

achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools.

Some schools are not identified with any of these labels. In these cases no label is given. Our school was not given a label by the state.

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