

# School District of the City of River Rouge

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## School Annual Education Report (AER) Cover Letter

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Ann Visger Preparatory Academy. 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, Nichole German for assistance.

The AER is available for you to review electronically by visiting the following website [www.riverrougeschools.org](http://www.riverrougeschools.org), or you may review a copy in Ann Visger's main office.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

**Our school was identified as a school that: “has not been given one of these labels.” Ann Visger Preparatory Academy receives Universal Support because its performance was above the criteria used to identify the other support categories.**

As a school, we are proud of the work we continue to accomplish on behalf of our scholars and their families. Despite the challenges that have arisen as a result of these unprecedented times, planned student academic support activities promise greater gains during this academic year as well as next by focusing on both student non-instructional needs and academic progress.

District-Wide at River Rouge School District, educators, and administrators alike are empowered to make complex curriculum decisions to advance and improve the learning experience of all students on a continuum, using a Rigor and Relevance Framework.

To further enhance achievement and close our achievement gaps teachers are targeting subgroups using Instructional Learning Cycles (ILCs). The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to the common core state standards and determining an instructional strategy for implementation during a specific round of the ILC. Ann Visger teachers will plan lessons, implement activities, progress monitor student performance, and act on the data results to maximize learning for all.

In full alignment with the ILCs, scholars attend classes designed to meet them where they are and to accelerate learning through various pathways. Through professional learning communities, teachers have regular opportunities to plan both at their grade level and across grades. At Ann Visger we are leveraging expanded time to strengthen instruction and empower teachers.

We as a staff are making a concerted effort to put systems and practices in place to ensure that all students learn. Our Multi-Tier Systems of Supports program will continue to be strengthened during the school year. Support staff members push into classes to provide additional support in the areas of reading and math instruction for tiered scholars. By doing so, teachers are able to accelerate learning and challenge high-achieving scholars while providing remediation, repetition, and review for underperforming scholars.

Further, the River Rouge School District continues to develop innovative and more effective approaches to promote the mental health and general well-being of its students and staff. In the context of a district-wide initiative, Ann Visger staff receives ongoing training on trauma informed practices, Social Emotional Learning, and Triggers. Additionally, we are thrilled to offer our Animal Assistance Intervention program to your students. The program consists of both classroom pets and therapy dog teams to help our students cope with increased stress levels, anxiety, depression, and other issues exacerbated by the COVID crisis. When a school is trauma-informed, the adults in the community are prepared to recognize and respond to those who have experienced trauma, including their own challenges. This promotes a culture of respect and support among our students and faculty.

Ann Visger is committed to participating in new and expanded programs offered at the school. To address the math and reading achievement gaps, students will have additional doses of math and reading through **Supplemental Services, Online Supplemental Enrichment Programs (Accelerated Reading, Literacy Footprints, Reading Mastery, Discovery Education, Study Island, Reading A-Z, and IXL Learning)**, and all students will have opportunities to participate in expanded learning time. **After-school Intervention and Enrichment Programs** will be available for all students. Students will receive added support in areas where need and interests lead.

Here at Ann Visger, technology is being incorporated efficiently. Whiteboards, Elmo's, Hoover Cameras, I-pads, Learn Pads, Chromebooks, and individual computers are used in classrooms. The Media Center and Media Broadcast class are filled with I-Pads and Apple Computers to engage and motivate students and help them to become familiar with using various educational software. Our school is committed to building stronger data inquiry and application processes to achieve more rigorous and sustainable growth for all students. This school year we will continue to incorporate quarterly assessments for all students that are aligned to the common core standards using Northwest Evaluation Assessments (NWEA /MAPs Testing) and common formative assessments using MiStar DNA-Illuminate. These assessment tools provide our educators with detailed information needed to build curriculum and meet their students' needs, one child at a time.

We appreciate the continued support of parents, staff and our community in this effort. Our school has adopted Joyce Epstein's Framework for Parent and Community Partnerships. We are working to include parents in the process at a more significant level through providing meaningful parenting resources and training, practical forms of school- to-home and home-to- school communication, embracing parents as volunteers in the learning program, providing resources and strategies for learning at home, including parents in school decisions, developing parent leaders and representatives, and identifying and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

**State law requires that we also report additional information:**

### **Pupil Assignment**

Ann Visger Preparatory Academy services students in grades PreK-5. We are a school of choice. As a result, our students come from a variety of communities, which helps enrich the uniqueness of our learning institution.

### **Status of the 3-5 Year School Improvement Plan**

Ann Visger Preparatory Academy staff and stakeholders continue to work toward progress on the district and school improvement goals located in MICIPP. The Michigan Integrated Continuous Improvement Process (MICIP) is a system pathway that highlight our district's targeted benchmarks and high levels of student

outcomes. The number one priority of our program is to embrace the whole child and to provide them with opportunities and access that support both their instructional and non-instructional needs. Ann Visger is rising to the challenge in multiple ways and will work diligently to continue to build a culture of success. The school has identified three main goals that will increase student performance:

1. ensuring that our teachers are fully implementing a guaranteed and viable curriculum
2. addressing the non-academic needs of our scholars by supporting their social emotional well being
3. possessing a laser focus on high quality instruction and student academic outcomes in both English Language Arts and Mathematics.

### **Specialized Program**

The Great Start to Readiness Program (GSRP) is offered at Ann Visger Preparatory Academy, starting at 4 years old. By doing so, our scholars are better prepared for kindergarten by bringing increased social skills and pre-reading skills to their classes.

To ensure that our students learn beyond the textbook, we offer a variety of META-enriched opportunities for K-5<sup>th</sup> grade, which includes fashion and sewing, entrepreneurship, media broadcast, jewelry and art, and drama! Thus, our scholars have access to a range of resources, opportunities, and options to embrace and develop their talents! Additionally, we create opportunities that integrates art in instruction across the curriculum. We also offer Physical Education which provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Moreover, dance is offered as a performing arts course that engages artists in creating, performing, and analyzing their work.

### **Core Curriculum**

Ann Visger aligns instructional goals with the State of Michigan Curriculum Standards, Grade Level Expectations (GLCE'S) and Common Core State Standards (CCSS). A copy of the State of Michigan Curriculum Standards and Grade Level Expectations are available online through Michigan Department of Education website at: [www.michigan.gov/mde](http://www.michigan.gov/mde). A copy of the Common Core State Standards for K-12 is located at <http://www.corestandards.org/>.

### **Aggregate Student Achievement Results**

The aggregate data can be viewed from the Annual Education Report by clicking the following website link: <https://goo.gl/EimG19>

This fall to spring chart illustrates student data from the ***Northwest Evaluation Assessments/Measures of Academic Progress (NWEA Testing/MAP)*** which is a Nationally Normed Achievement Test.

<b>Math - % Met Projected Growth</b>	<b>2018-19</b>	<b>Winter 2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Kindergarten	61	25.6	46	43
First	66	39.6	32	69
Second	48	41.3	20	41
Third	57	38.3	22	42
Fourth	41	63.1	53	52
Fifth	56	55	28	44
<b>Building</b>	<b>54.8</b>	<b>43.8</b>	<b>33.5</b>	<b>48.5</b>

<b>Reading - % Met Projected Growth</b>	<b>2018-19</b>	<b>Winter 2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Kindergarten	68	34.4	51	47
First	74	46.5	16	63
Second	41	51.4	21	40
Third	69	57	23	56
Fourth	59	61.6	27	46
Fifth	48	52.8	22	65
<b>Building</b>	<b>59.8</b>	<b>50.62</b>	<b>26.67</b>	<b>52.83</b>

### **Parent Teacher Conferences**

As a result of the pandemic, parent participation in parent-teacher conferences has fluctuated over the last three years. To better connect with parents, our staff has updated their communication and outreach methods. We offer parent-teacher conferences in a variety of formats (e.g. virtual meetings, face-to-face conferences, telephone conferences, flexible meeting days, or traditional meetings).

**This chart identifies the percent of students represented by parents at parent-teacher conferences.**

<b>School Year</b>	<b>Total Number of Students Enrolled</b>	<b>Percent of Parents Attending Conferences</b>
<b>2019-2020</b>	<b>630</b>	<b>87%</b>
<b>2020-2021</b>	<b>600</b>	<b>70%</b>
<b>2021-2022</b>	<b>647</b>	<b>67%</b>
<b>2022-2023</b>	<b>655</b>	<b>85%</b>

I am pleased with the efforts made by our staff at Ann Visger to meet the instructional needs of our students. We are glad to be responsible for educating all

children in our building. It is the hard work, sacrifice, and collaboration of students, teachers, staff, parents, extended family, and the community that make our school successful. We, as a community of stakeholders, will continue to collaborate and work to improve the academic performance of all students educated at Ann Visger Preparatory Academy.

Committed to Excellence,

A handwritten signature in black ink, appearing to read "N. German". The signature is written in a cursive, flowing style.

Nichole German, Principal