



# **Title I Schoolwide Diagnostic**

**Ann Visger K-5 Preparatory Academy**

**River Rouge, School District of the City of**

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## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment (CNA) was completed by a team comprised of Kindergarten through fifth grade teachers, along with the assistance of the Leadership Team (i.e. Principal, Academic Engagement Officer, Instructional coaches, support staff, and parents). To complete the CNA process the team reviewed the following school-wide data sets: achievement, perception, demographic and school programs/process data. Upon collection of each data point the school-wide data team participated in data dialogue conversations for the purposes of identifying areas of strengths and weaknesses. Additionally, the team drafted targeted goals and objectives that will address the needs of our school that is outlined extensively in our Partnership Agreement. The team ensured that the information identified in the CNA was shared with all stakeholders which include parents and the community.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

#### **DEMOGRAPHICS**

Ann Visger Preparatory Academy is one of 2 elementary schools that make up the River Rouge School District. Ann Visger is a Kindergarten through fifth grade school with approximately 601 students. Nearly 44% of the students attending Ann Visger Preparatory Academy are not residents of the City of River Rouge. According to the 2015 ACS 5-Year Population Estimate, the city is made up of approximately 7,673 residents with a median income of \$26,000. The city is made up of approximately 53% African Americans, 40% of Caucasians, and 12% of Hispanics.

The School Improvement Planning Team (SIPT) reviewed school demographic for the purpose of identifying and understanding the population in which the school serves. Listed below are the 2018-19 demographic representation of Ann Visger Preparatory Academy's school population.

#### **Attendance**

Currently, there are 601 students in grades K-5 that attend Ann Visger Preparatory Academy. Student attendance at AVPA has fluctuated over the last three years. There was an increase of 24 students from year 2015-16 to 2016-17. While enrollment increased during year 2015-16 to year 2016-17, enrollment declined slightly from year 2014-15 to year 2015-16 by 40 students. In 2018-19 there was a decrease of students by 29 students. This decline was contributed to the district opening a K-8 elementary/middle school with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) education, as well as families moving from the area and choosing their neighborhood school. The average attendance rate at Ann Visger for 18-19 was at 86.74% which is .99% less than 2017-18 school year at 87.73% and 2.03% less than 16-17 school year at 89.76%.

This data determined the need for an Attendance Agent/Parent Liaison. The AAPL is needed to support Ann Visger with ensuring that students are attending school and investigating students who have unexcused or excessive absences. He or she will develop prevention/intervention strategies to decrease student absences. Ann Visger's Attendance Agent/Parent Liaison will monitor school attendance and will work to build capacity and sustainability with the principal, students, parents, and our community to keep students in school. Additionally, the AAPL will work to bridge the gap between home and school by helping parents get information and support they

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need to ensure their child's academic and social success.

The support of the attendance agent / parent liaison is imperative to fulfilling Goals #2 and #3 identified in the Partnership Agreement. Goal #2 focuses on the implementation of a network delivery system designed to meet the non-academic needs of students and reducing out of school suspensions.

Goal #3 focuses on increasing students' academic achievement in the area of reading and mathematics.

### Free and reduced lunch

Our school district is a part of the Community Eligibility where all students receive free breakfast and lunch.

### Subgroups

AVPA is a very diverse learning community made up of several subgroups. Our enrollment population is 601 K-5 students (77% African Americans, 9% Caucasians, 13% Hispanics, 1% other) of which 97% of our student population are identified as economically disadvantage and 1. Our school's subgroup population indicates 76 students are English Language Learners (ELL), 153 students receive specialized student services.

### Discipline Data

During the 18-19 school year our discipline data revealed that we had a large amount of suspension that ended at 384. Compared to the last two school years: 17-18: 364 suspensions, and in 16-17: 184 suspensions. Our goal is to reduce suspension rates by 5% in 2019-20 school year based using the 18-19 school year as the baseline data.

It was also determined that we are in need of a Positive Behavior Support Mentor (PBS)/Restorative Practice Coach. This individual will provide positive intervention and restorative supports to K-5 students and staff for the purpose of assisting them with overcoming non-instructional barriers that hinders learning in order to achieve their full potential. The support staff will work on positive alternatives to school suspensions by allowing students to learn inside an alternative location and receive support around the five core competencies of social emotional learning.

The support of the PBS Mentor/Restorative Practice Coach is imperative to fulfilling Goals #2 and #3 identified in the Partnership Agreement. Goal #2 focuses on the implementation of a network delivery system designed to meet the non-academic needs of students and reducing out of school suspensions. Goal #3 focuses on increasing students' academic achievement in the area of reading and mathematics.

## STUDENT ACHIEVEMENT

### Northwest Evaluation Association

Ann Visger Preparatory Academy K-5 teachers administer the Northwest Evaluation Association's Measure of Academic Progress assessment to all students in grades K-5. The assessments are interim computer adaptive assessments which assesses students growth and learning needs in the area of reading and math. The NWEA reading and math assessments are administered to all students K-5 in the fall, winter and spring. Ann Visger's NWEA 2015-16, 2016-17, 2017-18, and 2018-19 assessments were analyzed for achievements in reading and math.

### Reading - % Met Projected Growth

|     | 2015-16 | 2016-2017 | 2017-18 | 2018-2019 |
|-----|---------|-----------|---------|-----------|
| K   | 28      | 67        | 80.9    | 66        |
| 1st | 39      | 48        | 47.8    | 66        |

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|          |      |    |      |    |
|----------|------|----|------|----|
| 2nd      | 52   | 45 | 47   | 47 |
| 3rd      | 52   | 40 | 54.4 | 53 |
| 4th      | 66   | 70 | 62.9 | 46 |
| 5th      | 64   | 52 | 60.3 | 56 |
| Building | 50.2 | 54 | 58.8 | 56 |

NWEA Reading assessment data for Ann Visger Preparatory Academy suggest growth in Reading from our baseline year of 2015-16 to 2017-2018. With a slight decline of 3% in 2018-19.

### Math - % Met Projected Growth

|          | 2015-16 | 2016-2017 | 2017-18 | 2018-2019 |
|----------|---------|-----------|---------|-----------|
| K        | 49      | 86        | 86.1    | 63.3      |
| 1st      | 46      | 55        | 56.9    | 73.6      |
| 2nd      | 64      | 64        | 51.3    | 40.2      |
| 3rd      | 54      | 60        | 60.2    | 70.0      |
| 4th      | 36      | 62        | 67.7    | 52.0      |
| 5th      | 61      | 56        | 75.8    | 48.6      |
| Building | 51.6    | 64        | 66.3    | 58.0      |

NWEA Math assessment data for Ann Visger Preparatory Academy suggest growth in Reading from our baseline year of 2015-16 to 2017-2018. With a decline of 8% in 2018-19.

### READING SUBGROUP DATA:

#### Gender:

During the 2018-19 school year, outside of our kindergarten classes (with 65% females and 58% males meeting his or her projected growth goal) the male subgroup outperformed our females in reading. 1st grade: 60% females and 74% males; 2nd grade: 41% females and 54% males; 3rd grade: 53% females and 59% males; 4th grade: 40% females and 42% males; 5th grade: 52% females and 61% males

#### Ethnicity:

During the 2018-19 school year, Kind: 59% of our African American subgroup met his or her projected growth goal. While 69% of our Caucasian subgroup met his or her projected growth goal. 1st grade: 63% of our African American subgroup met his or her projected growth goal. While 67% of our Hispanic subgroup met his or her projected growth goal. 2nd grade: 51% of our African American subgroup met his or her projected growth goal. While 40% of our Hispanic subgroup met his or her projected growth goal. 3rd grade: 59% of our African American subgroup met his or her projected growth goal. While 57% of our Hispanic subgroup met his or her projected growth goal. 4th grade: 41% of our African American subgroup met his or her projected growth goal. While 30% of our Hispanic subgroup met his or her projected growth goal. 5th grade: 57% of our African American subgroup met his or her projected growth goal. While 50 % of our Hispanic subgroup met his or her projected growth goal.

### MATH SUBGROUP DATA:

During the 2018-19 school year, outside of our first and second grade classes (1st grade: 74% females and males; 2nd grade: 41% females and males meeting his or her projected growth goal) the male subgroup outperformed our females in math in grades Kindergarten, third, fourth, and fifth grades. Kind. grade: 59% females and 76% males; 3rd grade: 67% females and 71% males; 4th grade: 58% females and 60% males; 5th grade: 44% females and 52% males

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### Ethnicity:

During the 2018-19 school year in Math NWEA , Kind: 67% of our African American subgroup met his or her projected growth goal. While 69% of our Caucasian subgroup met his or her projected growth goal. 1st grade: 75% of our African American subgroup met his or her projected growth goal. While 67% of our Hispanic subgroup met his or her projected growth goal. 2nd grade: 39% of our African American subgroup met his or her projected growth goal. While 40% of our Hispanic subgroup met his or her projected growth goal. 3rd grade: 68% of our African American subgroup met his or her projected growth goal. While 64% of our Hispanic subgroup met his or her projected growth goal. 4th grade: 60% of our African American subgroup met his or her projected growth goal. While 40% of our Hispanic subgroup met his or her projected growth goal. 5th grade: 43% of our African American subgroup met his or her projected growth goal. While 40 % of our Hispanic subgroup met his or her projected growth goal.

### Michigan Student Test of Educational Progress (M-STEP)

The M-STEP is a 21st Century assessment which was administered at Ann Visger Preparatory Academy, in the spring of 2016, 2017, 2018 to students in grades 3, 4, and 5. It is designed to gauge how well students are mastering state standards. These standards broadly outline what every student should know in English Language Arts and Math. The M-STEP is a summative assessment and is administered to students in the following grades and subjects: English language arts and mathematics which were assessed in grades 3-5; science and social studies in grades 5.

### M-STEP (2018-19 is embargoed)

#### ELA M-STEP Percent Proficient

|         | 3rd   | 4th   | 5th   |
|---------|-------|-------|-------|
| 2015-16 | 16.35 | 4.21  | 14.94 |
| 2016-17 | 18.52 | 14.94 | 7.84  |
| 2017-18 | 13    | 17    | 21.0  |

### M-STEP (2018-19 is embargoed)

#### MATH M-STEP Percent Proficient

|         | 3rd   | 4th  | 5th  |
|---------|-------|------|------|
| 2015-16 | 16.19 | 6.25 | 1.15 |
| 2016-17 | 31.48 | 19.8 | 1    |
| 2017-18 | 29    | 24   | 12   |

M-STEP scores for grades 3rd and 4th shows and increase in the percentage of students' proficient for the past three years. Fifth grade M-STEP scores are now increasing after 3 years of slow decline. It is concluded that while we are showing growth at Ann Visger Preparatory Academy's students proficiency remains lower than the state average in both ELA and Mathematics. It should also be noted that our index score for the 2017-18 (49.9% rating) school year increased by 16.64% compared to the 2016-17 (33.26% rating) school year.

**Proficiency Index:** The proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. The Proficiency Rating: was 42.39% which we met our target in Math (Target 47.55%) but not in ELA (Target 60.00%)

**Growth Index:** The growth component aggregates the percent of students that are on track to reach or maintain proficiency within three years across the content areas of English language arts (ELA) and mathematics. The Growth Index: was 47.36 % in which we was under our target percentage which was ELA (Target 57.92) and Math (Target 50.70).

### World Class Design and Assessment (WIDA)

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The WIDA is administered annually to students identified as English Language Learners (ELL). Data results for year 2017-18 school year shows that 42.86% of our students met their English Learner progress. Students identified as ELL are offered bilingual support services to strengthen one's ability to speak the English language with accuracy.

### **English Learner Progress Index**

English Learners demonstrate progress towards proficiency in English by showing adequate growth or proficiency on the WIDA Access assessment. Our index rating for English Learner Progress for 2017-18 school year 72.33% in which we surpassed our English Learner Progress (Target 59.26%)

### **PROGRAM/PROCESS DATA**

In addition to analyzing demographics, achievement, and perception data the School Improvement Planning Team (SIPT) reviews school process/program data. Ann Visger Preparatory Academy offers a plethora of programs designed to meet the individualized educational needs of all learners. The SIPT ensures each program/process implemented at Ann Visger is based on research-based practices. Each program is monitored and evaluated monthly, quarterly, annually or semi-annually for effectiveness. During the SIPT process the team engage in collaborative dialogue to identify successful school programs/process to be shared with other stakeholders. If the SIPT determines a certain program/process is unsuccessful, the team is likely to make recommendations to redesign or eliminate the program.

Listed in the chart below is a list of all programs/processes offered to students at Ann Visger Preparatory Academy to meet the needs of all learners. This chart displays the criteria the SIPT uses to determine each program/process effectiveness.

### **POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)**

Program/Process Purpose: Positive Behavior Intervention Support: is an evidence based proactive process implemented at Ann Visger for the purpose of increasing a sense of safety at school and improving academic achievement for all students.

Group of students to be served: All K-5 students

How the Program/Process will be measured: Process Flowchart; Staff, Student and Parent Surveys; Discipline Referrals; Focus Groups

Results: When will the Program/Process be evaluated? Evaluated twice a year

### **BILINGUAL SUPPORT**

Program/Process Purpose: is an evidence based proactive process offer to ELL students at Ann Visger for the purpose of helping children transition from his/her primary speaking language to English speaking as quickly as possible.

Group of students to be served: All eligible ELL students

How the Program/Process will be measured: Classroom/teacher observation; Student achievement results; Staff, students and parent survey

Results: When will the Program/Process be evaluated? Evaluated annually

### **AFTER-SCHOOL SUPPORT**

Program/Process Purpose: is based on student-centered learning research and is offered to students identified on the MTSS Tier II and Tier III level. These students are offered additional support services after-school for the purpose of strengthening academics and closing the achievement gap in reading and the purpose of strengthening academics and closing the achievement gap in reading and mathematics.

Additionally, Tier I students are invited to participate in after-school tutoring.

Group of students to be served: Tier I, Tier II and Tier III students

How the Program/Process will be measured: Classroom/teacher observation; Student achievement results; Staff, students and parent survey

Results: When will the Program/Process be evaluated? Evaluated annually



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### **EVERYDAY MATHEMATICS**

Program/Process Purpose: is a research based math curriculum for students in grades K-5. At each grade level the curriculum provides students with opportunities to reinforce concepts and practice skills.

Group of students to be served: All K-5 Students

How the Program/Process will be measured: Classroom/teacher observation; Fidelity Audits; Student achievement results; Staff, students and parent survey; Focus Group

Results: When will the Program/Process be evaluated? Evaluated Annually

### **DAILY 5 CAFE'**

Program/Process Purpose: A literacy block framework that designed to deliver intense highly intentional focus instruction in a workshop approach with two or three cycles embedded.

Group of students to be served: All K-5 Students

How the Program/Process will be measured: Classroom/teacher observation; Fidelity Audits; Student achievement results; Staff, students and parent survey; Conferring notebooks; Focus Group

Results: When will the Program/Process be evaluated? Evaluated Annually

### **PHONICS FIRST**

Program/Process Purpose: Uses the Orton Gillingham principles for teaching Multi-sensory Structured Language to students who struggle with reading.

Group of students to be served: All K-5 Student

How the Program/Process will be measured: Staff, students and parent survey; Focus Group

Results: When will the Program/Process be evaluated? Evaluated Annually

### **ONLINE INTERVENTIONS**

Program/Process Purpose: These online intervention resources are used to provide students with additional supplemental support services in the area of reading and mathematics.

(Flocabulary; Brain Pop & Brian pop Jr., Math Facts in a Flash, Learning AZ Reading; Learning AZ Writing; Learning AZ Science; Raz Kids; Odyssey Compass Learning; Lexia)

Group of students to be served: All K-5 Students

How the Program/Process will be measured: Classroom/teacher observation; Student achievement results; Staff, students and parent survey; Fidelity Audits (Raz-Kids, Compass Learning, Math Facts in a Flash)

Results: When will the Program/Process be evaluated? Evaluated Annually

### **PERCEPTION DATA**

This year, the students, staff, and parents of Ann Visger Preparatory Academy participated in the school's perception survey. The data from the survey provided insight on stakeholder's perception regarding the school's teachers, principal, instruction, as well as staff expectations.

The survey was administered to the students online, and inside the school's well-being class. Parents and community members participated in the perception surveys online during parent-teacher conferences or through completing hard copies of the survey sent home with the students.

### **STUDENT PERCEPTION SURVEY:**

Student data from the school's Well Being Student Survey showed two questions with the highest percentage of satisfaction:

83%: Believes the PBIS monthly incentives always helps to improve their behavior

71.5%: Students always feel that their teacher cares about them.

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The overall lowest level of satisfaction among students shared that 51% of our students always feel safe at Ann Visger.

The Data Dialogue revealed that teachers must foster healthy and positive relationships with students. It also revealed the need for staff to be present in the hallways and aware during transition activities. It was reported that the school should focus on implementing Social Emotional Learning to help students improve students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers. The Data Dialogue continue to reveal that there is a need for a behavioral intervention plan that must be revisited every 4-6 weeks. Finally, the discussion revealed the continued need for parent teacher conferences, social work support services, and Champion Mentor programs.

### **TEACHER/STAFF PERCEPTION SURVEYS:**

Using Advanced Staff Perception Survey: Teachers/staff indicated the following three areas to be the highest level of satisfaction: Average Score 4.35: Our school has a continuous improvement process based on data, goals, actions, and measures for growth. Average Score 4.32: Our school's purpose statement is clearly focused on student success. Average Score 4.3: Our school's leaders expect staff members to hold all students to high academic standards

The four overall lowest levels of satisfaction among teachers and staff includes:

Average Score: 3.5: In our school, a formal process is in place to support new staff members in their professional practice. Average Score: 3.55: In our school use a process to inform students of their learning expectations and standards of performance. Average Score: 3.56: All teachers in our school provide students with specific and timely feedback about their learning. All teachers in our school personalize instruction strategies and interventions to address individual learning needs of students.

After careful review of the data it was determined that we must better support our new teachers. The school's teacher turnover rate for this school year was at 29% at Ann Visger Preparatory Academy. Two teachers retired in good standing, while six teachers moved on to other educational institutions. Teacher Mentors are needed to guide, teach, influence and support our beginning or new teacher. Moreover, substitute teachers are needed to cover classes to provide time for collaboration around PA goals and/or debrief time for teachers to converse with job-embedded coaches.

### **PARENT PERCEPTION SURVEY:**

The parent survey showed three areas with high average scores.

Average score of 4.39: Our school has high expectations for students in all classes.

Average score of 4.35: Our school provides an adequate supply of learning resources that are current and in good condition.

Average score of 4.35: My child has up to date computers and other technology to learn.

### **Additional Parent Satisfaction Survey Information:**

A need has been revealed for all teachers to meet the individualized instructional needs of students.

### **In Conclusion:**

The Perception Data survey revealed insights on stakeholder's perception regarding Ann Visger Preparatory Academy. The data revealed the highest level of positive responses was in the area of academic expectations from the school. The data also revealed that there is a great need to personalize instructional strategies and intervention to address the learning needs of all students. Additionally, the data revealed that positive relationships need to be formed and fostered by all stakeholders.

The perception data from the above surveys will be used to inform decision-making related to improving our relationship and service to all stakeholders. The data will be used to update current programs and procedures. It will also be used to revise our school improvement efforts and develop quality professional development.

**3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

The priority areas identified for establishing goals are based on the Partnership Agreement between the Michigan Department of Education (MDE), Wayne RESA, and River Rouge School District.

- 1) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 17-18 school year.
- 2) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 4% in both reading and mathematics as measured by NWEA for the 18-19 school year.
- 3) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 19-20 school year.
- 4) Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 18-19 school year.
- 5) Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 19-20 school year.

According to our data analysis, activities and strategies will target certain subgroups such as African American students, Special Education students, and English Language Learners. This is in addition to our bottom 30 percent which remains our strongest area of focus as a partnership school.

Reading and Math content areas are included in the goals that aligns to our Partnership Agreement. Each of the goals was narrowed using data identifying priority needs. These target areas were also supported by findings from the comprehensive needs assessment.

**4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The Partnership Goals outlined in our agreement with the state addresses the entire school population, and it places special recognition for meeting the needs of all students who are disadvantaged. Our agreement which aligns with the school improvement plan supports our population of students with a system of network delivery for meeting their academic and non-academic needs. With the partnership agreement we were able to create goals, 18-month benchmarks, and strategies to reach goals. Strategies for supporting all students are outlined in our partnership agreement, the improvement plan assurances, and the schoolwide reform component. Our strategies outlined in these components includes Tiered support for both staff and students.

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### **BENCHMARKS TO BE MET:**

#### **Benchmark For Goal 1: CURRICULUM AND INSTRUCTION**

- 1) A team comprised of administrators, teachers, and central office staff will be formed to develop protocols and procedures to ensure that all are trained on the school's curriculum.
- 2) At least 75% of Ann Visger staff will be trained on the school's curriculum.
- 3) Implementation walk-throughs (for progress monitoring) will show at least 50% of Ann Visger teachers are implementing the curriculum with fidelity.

#### **Benchmark For Goal 2: STUDENT WELL BEING**

- 1) Create a school-based intense student support team that works closely with the District Turnaround Network to create a vision for supporting the non-academic needs of students and a system of network delivery.
- 2) Ann Visger will meet the social and emotional needs of our students through establishing protocols and procedures to identify the social and emotional needs of our students.
- 3) The intense student support team will gather and analyze data to ensure that appropriate services are in place to meet their needs.

#### **Benchmark For Goal 3: STUDENT ACADEMIC ACHIEVEMENT**

- 1) Establish baseline data for all academic data points.
- 2) Establish a team to incorporate MTSS best practices to create protocols and procedures aligned to ensure academic and non-academic needs of all students are met.
- 3) Ann Visger staff will use the problem solving protocols during PLCs to inform instruction.
- 4) Analyze K-2 data to ensure students are growing academically in both reading and math.

### **STRATEGIES TO MEET GOALS AND BENCHMARKS:**

#### **Goal #1: CURRICULUM AND INSTRUCTION**

Strategy 1: Develop clear instructional goals using a guaranteed and viable curriculum.

#### **Goal #2: STUDENT WELL BEING**

Strategy 1: Implement the student support network from the MiExcel Blueprint.

Strategy 2: Analyze the cause of the attendance issues, strengthen our attendance protocols, and follow through.

Strategy 3: Create alternatives to suspensions.

#### **Goal #3: STUDENT ACADEMIC ACHIEVEMENT**

Strategy 1: Implement instructional infrastructure from the MiExcel Blueprint.

Strategy 2: Expand/differentiate learning opportunities for all learners.

Strategy 3: Ensure that staff are meeting, discussing instructional practices, evaluating student assessment data, and making instructional decisions in Professional Learning Communities.

Strategy 4: Create balanced assessments and performance tasks that are aligned with power standards that will reflect and predict how students will perform on the M-Step.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

The strategies in the schoolwide plan which focus on helping ALL students reach the State's standards include:

All Content Areas:

- Multi-Tiered Systems of Supports that focus on supporting the instructional and non instructional needs of our students.
- Paraprofessional push in support students who are at grade level so that our teachers can support the most at risk students in small group work.
- Uninterrupted Professional Learning Communities where staff meet, discuss instructional practices, evaluate student assessment data, and make instructional decisions that meets the needs of ALL learners
- Extended Day Programs such as after school and summer school both are provided for all students that read below grade level or are otherwise struggling academically.

Differentiating by Process requires our teachers to make changes in the following ways

- Using tiered activities to help learners understand information with different levels of support, challenge, or complexity
- Center or Station work
- Developing personal agendas
- Learning logs or personal journals
- Varying the length of time that it takes for students to complete a task
- Note-taking organizers
- Jigsaws, Learning Menus, Webquests, manipulatives

Differentiating by Product requires our teachers to make changes in the following ways

- Using choice boards
- Podcasts
- Presentations
- Quizzes or Tests
- Using rubrics that match and extend students individual levels
- Encouraging students to create their own product assignment
- Enabling students to use contemporary media/technology in ways that demonstrate understanding

Reading:

- Guided Reading is 'small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency'.
- The Daily 5™ is a framework for structuring literacy time so that students develop lifelong habits of reading, writing, and working independently.
- The Café System enables teachers to choose individualized goals, assign strategies, monitor progress, and provide just-in-time instruction to meet the needs of every student.

Math:

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- Use of math manipulatives to gain a deep understanding of mathematical ideas, students need to be able to integrate and connect a variety of concepts in many different ways
- Encourage student mathematical discourse to reach high levels of reasoning.
- Implementation of math games that aligns to the standards and encourages strategic mathematical thinking as students find different strategies for solving problems and deepen their understanding of numbers.

Science and Social Studies:

- Following the differentiation by product and by process

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

**FOCUS ON IMPROVING INSTRUCTION:** The instructional staff actively participates in professional learning activities to build capacity in the areas of data analysis, implementation of "high yield" instructional strategies & best practices, and technology integration. Professional learning is an ongoing process and includes the following:

- Professional Learning Communities (PLC) - Teachers meet weekly in PLC groups to prioritize areas of focus for instruction, as indicated by data analysis of student mastery levels for skills and concepts taught. Teachers collaboratively plan and identify strategies and/or best practices to meet the learning needs of the students. Progress monitoring is utilized in this process assess the effects of the identified strategies and practices on student learning, and adjustments are made accordingly.
- Modeling/Coaching - Teachers and coaches meet regularly to have Data Dialogues and identify areas needed for instructional support. Using the scaffolding approach, instructional coaches support classroom teachers through modeling of strategies and/or best practices. Teacher are provided the opportunity to put in practice the strategies learned and receive focused feedback from coaches and/or administrators.
- Book Studies - To improve instruction and enhance cultural responsiveness, selected books are assigned to the staff to read. These books are selected based on the identified needs of our students as well as staff. On a weekly basis, specific topics are assigned and discussions take place around new learning and understanding; with a focus on how new learning and understandings can be used to improve the learning and behavioral outcomes of our students.
- Professional Development - In response to the needs identified in the Comprehensive Needs Assessment, the Professional Development Plan was created to focus the professional learning of staff. Professional development activities are ongoing and focus on best practices with instruction, behavior, and technology integration.
- Differentiation of process and programs- Utilizing formative assessment data, teachers identify the diverse learning needs of our students. Once identified, teachers plan instruction to meet the students where they are in their learning and skill-set.

**FOCUS ON INCREASING INSTRUCTION:** To increase instruction and meet the varying needs of our students, instructional staff implements the following strategies and/or best practices:

- Small Group Instruction - Utilizing individual assessment data, teachers assemble flexible groups to deliver targeted instruction that is explicit and systematic. To provide students with support, teachers scaffold instruction and provide focused feedback to increase learning outcomes.
- Extended Learning Time - Students needing additional instructional support are provided the opportunity to participate in Power Learning Time from support staff (i.e. paraprofessionals and tutors), tutoring sessions before and after school.

- Field Experiences - Extended learning opportunities are provided to our students through field experiences (in school and out-of-school), virtual field trips, and content rich assemblies.
- Enrichment Courses - Students benefit from enrichment through additional content specific classes during the school day.
- Project-Based Learning - To deepen students' understanding of real-world problems and concepts, teachers engage students in project based learning activities. These activities are designed to promote research, critical thinking/problem solving, collaboration, and presentation skills. Projects are standards-based and provide students the opportunity to postulate solutions to real-world problems.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

- 1) Analysis of our process, perception, and achievement data supports 36-month goal 1 and/or 18-month benchmark 1 because walk throughs, staff surveys, and state and local assessments indicate a need to ensure that appropriate curriculum is in place, resources are available to teachers to deliver the curriculum, and that instruction is actually happening inside the classroom.
- 2) Analysis of our demographics and student learning data supports both 36-month goal 2 and/or 18-month benchmark 2 because our behavior and attendance data indicate a need for improvement in our wrap around services.
- 3) Analysis of our achievement data supports 36-month goal 3 and/or 18-month benchmark 3 because our state and local assessment data indicate a need for addressing students' academic needs and a need to refine a collaborative instructional/learning culture.

These findings show that there are still several academic areas that are challenging. The research based reform strategies in the schoolwide plan are used at Ann Visger to embrace the whole child and will support our goal in closing the achievement gap and will ultimately improve our students performance.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

The strategies in the school wide plan that provides a level of interventions for students who need the most instructional supports in all major subgroups participating in the school wide program includes:

supplemental instructional support through push-in paraprofessionals, Early Literacy Coach Support, after school staff, summer school staff, Instructional Coaches, and Academic Engagement Officer (AEO).

Our staff members work diligently to support our most at risk students by provided them with additional supplemental support using our Multi-Tiered Systems of Support Process. This includes small group instruction, one on one support, extended learning time, and differentiation through process and programs. Additionally, our instructional coaches and AEO are employed to support our teachers using a tiered support approach. They are instrumental with progress monitoring, modeling, job-embedded coaching, and providing in-services based on our needs assessment.

Moreover, the school will build student background knowledge and increase academic vocabulary by providing after-school-tutoring, summer learning programs, and enriching supplemental print and online materials. Our teachers are the first line of support using our MTSS process as it relates to Tier 1 and Tier 2 supports. They provide differentiated instruction based on process and programs for all students in every content area. Our staff understands the importance of meeting the needs of the whole child and have foster relationships that ensures that they meet our students where they are academic and behaviorally. At Ann Visger we have both a MTSS team that supports the whole child

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and it is inclusive of our Intense Student Support Network committee members that ensures the non-academic needs of our students are met, so that ALL students can engage in the task of learning. Ongoing research-based professional development is offered to improve the quality of instruction and to build a healthy school culture and climate.

Within Tier I, a variety of research-based instructional strategies, including differentiated instruction are used to meet the educational needs of students.

During TIER I Instruction:

Levels of intervention will be used to meet the learning needs of all learners.

Interventions will be available to all learners to effectively meet the needs of at least 80-85% of the students.

A variety of research-based instructional strategies and support should be used within the general classroom setting

Assessment such as classroom grades, district wide screenings and progress monitoring are be documented on each student.

### **TIER II**

Tier II provides students with an increased level of intensity through supplemental interventions, small group, and core instruction for groups of students who show some risks of not meeting grade level standards. This tier is used to re-mediate specific skills or concept deficits, or to enrich the education of struggling students.

During Tier II Instruction:

- Smaller group instruction

- Research based instructional programs must be implemented with fidelity

- Multiple school personnel may provide the interventions including classroom teacher, intervention specialists, paraprofessionals, and other staff

- The classroom teacher is responsible for communicating with the parents concerning the Intervention Plan

- Special education students will be considered for Tier 2 using the same criteria as all other students

- Assessments will be given prior to entry, and then on a biweekly basis to help guide instruction

- Any changes or modifications to an intervention plan must be made during a Data or RTI Meetings.

### **TIER III**

Tier III intervention is the most intense level of intervention on the continuum. The goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. Chronic non-responders to Tier I instruction and Tier II support are candidates for Tier III intervention.

It is possible that some students may have learning gaps so severe that the problem-solving team will recommend Tier III intervention without first trying Tier II support. Tier III will add an additional 30 minutes of support three to five days a week.

Progress monitoring is conducted on a weekly basis. The level of intensity generally requires a full period of instruction held outside a general education classroom. Tier III Structure and Criteria needs to be fast paced with good modeling followed by very focused guided practice.

- Ongoing positive corrective feedback is needed to keep student interest and involvement high. These lessons are more intense because of the smaller group size.

- Independent worksheets are minimized because active instruction is what these students need. The class routine needs to be so familiar that students are able to follow the lessons with little time wasted explaining basic directions. Lessons will reinforce old skills while modeling and teaching new ones.

- Specialized programming that focuses on just a few key skills at a time.

- Mirroring of skills being taught in the general education classroom, as well as attention to filling in skill gaps that are causing difficulty in the



general education classroom.

-A variety of practice opportunities that coordinate with identified classroom skills but using different approaches. Continuous corrective feedback, encouragement, and self-monitoring activities.

After 8-10 weeks of intensive Tier III intervention, the RTI Team will analyze the student data and make a decision to:

-Support the student using only Tier I and Tier II intervention if the Tier III strategies have been successful.

-Recommend continuing Tier III instruction using new strategies if the student is showing growth but not closing the academic or behavior gap.

-Recommend formal evaluation procedures for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful.

#### **5. Describe how the school determines if these needs of students are being met.**

Ann Visger Preparatory Academy determines if student needs are being met by employing the following processes:

- \* Professional Learning Communities (PLCs) weekly uninterrupted collaborative time for grade levels and across grade level conversations regarding student progress which includes (identified teachers, resource support staff, coaches, and administration).

- \* Progress Monitoring (daily, monthly, and quarterly) using the instructional framework, curriculum fidelity, and student engagement, system walkthrough rubrics

- \* Data Dialogues using the Collaborative Learning Cycles

- \* Instructional Learning Cycles (ILCs)

- \*5D Evaluation tools for teacher instructional performance

**Component 3: Instruction by Highly Qualified Staff**

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|--|-----------------|---|-------------------|
|              | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes             | Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b> |
|--------------|---|-----------------|--|-------------------|
|              | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes             | Yes, all teachers meet the NCLB requirements for highly qualified. |                   |

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

The school's teacher turnover rate for this school year was at 29% at Ann Visger Preparatory Academy. We had 28 teachers and 8 teachers left. Two teachers retired in good standing, two teachers left based on performance recommendations, while 4 teachers moved on to other educational institution.

### **2. What is the experience level of key teaching and learning personnel?**

Ann Visger has 27 teaching staff with various teaching experience.

0-9 years - 7 teachers - 26%

10-15 years - 5 teachers - 18%

16-20 years - 15 Teachers - 56%

Ann Visger also has a total of 3 paraprofessionals and 10 FTKS (Follow the Kids Aide):

0-9 years - 8 paraprofessionals - 62%

10 years or more - 5 paraprofessionals - 38%

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

In order to attract high quality teachers:

Ann Visger provides teachers with competitive wages and benefits with annual step wage increases outlined in the district's master agreement for teachers. Teachers are also provided with a mentor who will assure that the new teacher transition smoothly in his or her new position. There are opportunities available for teachers to share their expertise and receive additional wages by sponsoring after-school intervention programs, in-services, and academic committees.

In order to retain high quality teachers regardless of the turnover rate:

Ann Visger has made a concerted effort to build a strong team and sense of community. Teachers at Ann Visger are provided opportunities for: professional development, chairing or becoming a member of a school committee, teacher leadership opportunities, teacher mentoring, collaborating, sharing of best practices and instructional strategies. Teachers who have exceeded student projection growth goals and who have made a substantial contribution to the success of the school are honored. The school leader highlights teacher accomplishments and share instructional success stories in the staff weekly notes and during District Board meetings. The school is a great place to work, grow and learn, and the staff maintains pride in the daily accomplishments in working with students. Undertaking the Title I School-wide and Partnership School Processes are examples of how everyone works together to benefit our students.

**4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The District attracts new hires by recruiting teachers through the Wayne Resa Employment website as well as stakeholder referrals. Applications are screened to ensure only highly qualified teachers are considered. River Rouge Schools have a strong commitment to Professional Learning Communities therefore a heavy emphasis is placed on ensuring that everyone in the community is apart of the interviewing for new hires process including, but not limited to administrators, teachers, parents, and members of the community. The district offers competitive wages and benefits, which attracts highly qualified teachers. Staff is now able to receive a yearly step increase based on the master agreement agreed upon by the district and the teacher union Michigan Education Association (MEA). A salary step is an incremental increase in salary based on previous qualifying professional experience. Additionally, staff are selected to sit on various district level committees to actively participate in the decision making process that benefits the entire school district. The district allows staff to participate in professional learning locally, statewide, and nationally. Our central office team acknowledge staff across the district (i.e. administrators, teachers, and support staff). It is the goal of River Rouge School District to attract and retain highly qualified teachers.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

There was a high turnover rate in staff at Ann Visger. Listed below are ways we are working to improve the turnover rate of highly qualified teachers:

- \* Ensure that the on-boarding process is efficient
- \* Mentor teachers are assigned to new teachers to the profession/organization
- \* Instructional coaches are on site to provide job-embedded coaching and support
- \* Working to improve the culture and climate by having an external consultant from Wayne Resa work with our entire team to create tiers of support and an action plan for positive change.
- \* The administrative team encourages collaboration and work to identify the strengths of each staff member
- \* Principals and coaches work to build positive relationships with staff to create buy in

All attempts are made at the school to train and retain highly qualified teachers.

## **Component 5: High Quality and Ongoing Professional Development**

### **1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

The Ann Visger Preparatory Academy Professional Development Plan is crafted from the Common Needs Assessment (CNA) and is analyzed to identify the instructional needs of the staff. Ann Visger staff will participate in professional learning opportunities that are aligned our Partnership Agreement. The data used to identify professional learning was based on our achievement, process, perception, and demographic data. Upon further review, the professional development training is aligned to the strengths and weaknesses which has been observed via formal/informal observations, walk throughs, surveys and other multiple data points (NWEA, Balanced Assessments, Content Benchmark Assessments, DRA, Dibels).

Based on the strategic planning tool, professional development is currently being planned for the 2019-20 SY. Staff members at AV work in grade level teams and content teams to discuss the data thoroughly and to examine the trends from past years. Inventorying the curriculum and initiatives help with planning the PLC Calendar as well as finalize the Professional Development Plan.

Ann Visger staff are committed to promoting and supporting professional growth opportunities. Our district provides multiple opportunities for professional growth at the local, state, and national level. The trainings scheduled for this school year and last year focus on best practice strategies for improving student achievement.

2019-20 focus is to continue building teacher capacity for success, through the collaborative approach model between the teachers, the school principal, and instructional coaches. The desired goal of the instructional coaches is to provide instructional support for teachers and students. The CNA allowed the school to identify needed support, therefore both an ELA and Math instructional coach have been assigned to our building. Their role is to support teachers using data from common formative assessments, NWEA, M-Step and align the needs of the students to the Common Core Standards. In addition, instructional coaches model, co-plan, observe and support teachers with needed resources and work with small groups students when identified.

The Professional Development Plan is designed to enhance the instruction of educators and provide sustained improvement of the academic foundation of our students. Ann Visger's Professional Development is strategically focused and aligned to our Partnership Agreement. Our goal is to continue to focus on our three goals outlined in the agreement Curriculum, Student Well being, and Increased in Student Achievement. The list is as follows:

#### 2019-20 Professional Development Plan

##### Reading/Writing

- Notebook Training
- Reading Mastery (K-2)
- Writers Workshop/Write Well
- MAISA ELA/Daily 5 Overview
- Guided Reading
- Instructional Framework

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### Math

- Math Instructional Framework
- Math Task Training
- Everyday Math Training

### Science

- Discovery Education
- NGSS Training

### Social Studies

- MC3

### MTSS

- Tier I, II, and III

### Interactive Learning Tools

- Illuminate MiStar DNA training
- Google Classroom training
- MAPS Skills
- Learning Farms
- Lexia
- Imagine Math/ELA

### Behavior

- PBIS Rollout/Overview Training
- Capturing Kids Hearts
- Restorative Practices
- Trauma Informed Practices
- SEL/Michigan Model
- Classroom Management

At the school level, new teachers will have instructional mentors specialized in subject areas available to offer support inside the classroom. This will allow the new teachers to have job embedded support. Instructional mentors will collaborate with new teachers to assess their needs and will offer support and asses their needs. At the district level, new teachers will receive a "new teacher" training as additional support.

## **2. Describe how this professional learning is "sustained and ongoing."**

Professional development at Ann Visger is sustained and ongoing. Mentor teachers, Instructional Coach, Early Literacy Coach, Academic Engagement Officer, and Math Coaches are available to refresh, re-train, or provide job-embedded coaching as it relates to professional development. They are also available to support teachers who are struggling across subject areas or teaching practices.

Ann Visger's staff is committed to building teacher capacity and our teachers share training materials and facilitate professional trainings with

outer staff members. The Professional Development Plan is completed and embedded into our two week planning period. This will allow for the instructional team to continue building teacher capacity and ensure that learning and teaching is an on-going process. Additionally, we have created a tier support action plan to ensure that we have identified champion teachers to train incoming staff on strategies, curriculum and best practices that will assist them with transitioning into the learning program.

| Label | Assurance   | Response | Comment | Attachment   |
|-------|---|----------|---------|--|
|       | 3. The school's Professional Learning Plan is complete. | Yes      |         | Professional Development<br>RRSD Professional Learning |

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

The school-wide plan was designed during our school improvement meetings. All parents and guardians are invited to be a part of our school improvement efforts. Parents and guardians who attend are part of the planning process, and they all sit on the parent advisory team. Data gathered from parents and guardians was used where appropriate while designing the plan.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Ann Visger parents are key stakeholders in the implementation process. Subsequent to being involved in the design of the school wide plan, parent roles in implementation include:

- \* The school-wide plan is available to all parents and guardians through the school website. A hard copy is also held in the office for parents to access.
- \* The school principal discuss central information outlined in the School Improvement Plan during our Title I Parent Night Events.
- \* Parents and guardians are invited to volunteer, participate, and engage in a variety of activities, school events, training, transition activities, and classroom learning throughout the school year. We also make a concerted effort to increase parent involvement by implementing the Joyce Epstein's Framework at Ann Visger Preparatory Academy.
- \* Engaging in school-parent two-way communication for information and actions.
- \* Participating in parent networks to present programs and training pertaining to the education process.
- \* Parent networks opportunities include our PTO, Parent Advisory Council, and enrichment activities for students.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents and guardians are involved in the evaluation of the plan through attendance at School Improvement meetings, PTO Meetings, and Parent Advisory Meetings. We also conduct annual parent perception surveys that focus on programs, events, and training activities. Individual feedback throughout the school year is valuable and is encouraged.

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b>   |
|--------------|---|-----------------|----------------|---|
|              | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes             |                | Parent Involvement Plan<br>Parent Involvement Plan in Spanish |



**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

1118 (e) (1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child. Ann Visger Preparatory Academy shall provide assistance to parents of children served by the school, as appropriate, in understanding the Common Core and the State's academic content standards, the State and local assessments, and how to monitor their child's progress in the following ways:

- Presentations and discussions at PTO Meetings throughout the year
- State Standard/Common Core posters are posted in the hallways
- Support Materials provided in newsletters
- Annual Title I meeting
- Information provided in Parent Resource room in our school
- Parent Teacher Conferences in the Fall and Spring
- Communication throughout the year via phone calls and emails
- Individual and group teacher meetings with parents and students as needed
- Posting and presentation of PA 25 report
- Parent programs throughout the school year
- Parent access to question and answer with At Risk Social Worker
- Principal Meetings in Parent Resource Room
- MiStar: Parent Connect
- Academic expectations are communicated at parent teacher conferences and other meetings when appropriate
- Meeting held at a convenient time to go over M-Step results
- Report cards and curriculum expectations are discussed at parent teacher conferences and other meetings when appropriate

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement: Ann Visger Preparatory Academy shall provide materials and training to help parents work with their children at home in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request. Materials and training will be provided in the following ways:

- Presentations and discussions at PTO Meetings throughout the year
- Support Materials provided in newsletters
- Information provided in the Parent Resource Room
- Annual School Open House/Curriculum Night
- Training and access for parents on MiStar, which allows for online monitoring of student progress
- Parent programs throughout the school year where support activities are demonstrated and discussed including:
  1. Literacy Night
  2. Parent Workshops (i.e. Cooking Matters, M-Step Prep, Focus Group etc.)
  3. Social Studies Wax Museum Title One Event
  4. Science - Earth Day and District Science Fair Title One Event
- Principals meetings in the Parent Resource Room
- Materials are sent home as needed for working with students at home

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- The information board located near the Parent Resource Room
- Ok to Say (Cyber Safety Programs for each grade level throughout the year)

1118 (e) (3) Shall, with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them, to work with them as equal partners, to implement and coordinate parent programs, and to build ties between parents and the school. Ann Visger Preparatory Academy shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional Learning Community (PLC) sessions are held once a week throughout the year, which provides training for effective parent involvement.
- Staff can attend workshops through Wayne Resa.
- Information is on effective parent engagement shared with other staff members at PLC's or grade level meetings
- Presentations and discussions at PTO Meetings throughout the year
- Parent input and suggestions are sought through parent surveys or through conversations
- Parent invitations to Title I/School Improvement meetings throughout the year
- Staff members will make positive phone calls periodically
- Staff members will encourage and develop two-way communication

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children:

Ann Visger Preparatory Academy shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with transition activities with Walter White Preschool Programs, and transition activities with middle school, and other programs. The Ann Visger parents have access to the Parent Resource Room at Ann Visger Preparatory Academy. School updates are sent out via phone, email, and correspondences. In addition, the school will also conduct other activities, such as parent workshops, that encourage and support parents in more fully participating in the education of their children, by:

- Monthly PTO meetings
- Surveys for feedback
- Parent Meetings in the Parent Resource Room
- Transition activities with preschool programs and middle school
- By collaborating with community programs such as COFI and The Guidance Center to encourage parent involvement

1118 (e) (5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand:

Ann Visger Preparatory Academy shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. This information is available in the following ways:

- Hard copies of information will be provided in the form of brochures and flyers in the Parent Resource Room
- Monthly PTO meetings where parents are informed of school activities.
- Parents are invited to School improvement and Title I meetings.

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- Parent resources in office and in the Parent Resource Room
- Invitations to the Title One parent events and meeting
- Principal meetings in the Parent Resource Room
- School newsletters are written in a parent friendly language
- Teacher communications are done in a parent friendly language
- Class Dojo pages are set up for parent insight to the daily behaviors of his or her child inside the classroom
- Letters to parents explaining student eligibility for Title One support services
- Translations services are available through our Bilingual Department in River Rouge School District.

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request: Ann Visger Preparatory Academy shall provide such other reasonable support and access to staff for parental involvement activities under this section as parents may request in the following ways:

- Parents are encouraged to fill out the appropriate paperwork to allow for them to participate in their child's classrooms to observe instruction and student behavior.
- Opportunities to volunteer made various times throughout the year to assist in classroom activities, field trips, and after school activities.
- Yearly parent surveys to get parent feedback on academic programs and school climate.
- Title I Parent Team meetings
- Principal's meetings in the Parent Resource room at Ann Visger Preparatory Academy

1118 (f) Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and language parents can understand:

**\*\*Ann Visger Preparatory Academy do not have parents of migratory children. \*\***

Ann Visger Preparatory Academy shall provide full opportunities and accessibility to all parents including, parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school division and in schools.

- Ann Visger Preparatory Academy is ADA compliant.
- Handicapped accessible facility
- Translators upon request.
- Wayne Resa services to provide bilingual support as needed.
- Parent surveys for feedback
- Flexible Meeting Times, Phone calls, and other accommodations
- Child Study meetings and IEPs (Individual Educational Plan)

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The parent involvement components of the school-wide plan will be evaluated in a variety of ways. First, we will gather parent feedback at Title I Meetings and Events. We will also survey parents at least twice a year, asking for input. In addition, we invite parents to come to the

building as often as they can to volunteer, to observe, to attend meetings and training activities, and to attend student centered events. It is during these times that parents can provide immediate feedback on how well their experiences have been and how effective are activities, training and instruction being implemented. We also encourage parents to attend advisory meetings with the principal. These informal meetings open lines of communication as well as address questions and concerns. In addition, we invite parents to our staff meetings, state meetings, School Improvement Team meetings, and Professional Learning Communities to interact with staff concerning student achievement and school improvement initiatives. This will allow us to hear from our parents and make the necessary adjustment to our school wide plan.

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parent involvement and to revise, if necessary, its parental involvement policies. Parents/families will be involved throughout this process. The evaluation of the parent involvement component will then be used to help with the annual revision and update of the School Improvement Plan.

**8. Describe how the school-parent compact is developed.**

Ann Visger's school-parent compact is developed with the participation of parent volunteers, school student leadership team, and staff. As we developed the compact, the roles of the staff, students, and parents were considered and chosen to best suit the needs of Ann Visger's community. It is reviewed annually along with the Parent Involvement Plan and Family Action Plan. In addition, our compact is reviewed annually with all families at parent-teacher conferences, as well as each Title I event we host. We are proud of our commitment to our compact, and we worked as a team to develop as well as implement it.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

Parents are provided a copy of the compact during the opening of the school year, Title I Parent Night, and at all parent-teacher conferences. Teachers discuss the compact one on one with parents and/or guardians. The teacher explains the responsibility of the school, parent(s), and the students. This is designed to create a partnership between parents and the school community. All agreeing parties then signs the compact. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges. Parents are required to sign off on the Parent Teacher Conference Sign In Sheet, as to whether or not, they had a discussion with the teacher regarding the parent compact. A copy is given to the parent and one is kept on file.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

N/A; Ann Visger Preparatory Academy is a K-5 building.

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| Label | Assurance                                       | Response | Comment   | Attachment                |
|-------|---|----------|---|---------------------------|
|       | The School's School-Parent Compact is attached. | Yes      | Ann Visger Preparatory Academy School-Parent Compact is attached. | Ann Visger School Compact |

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Results of student academic assessments are shared with parents in a variety of ways according to need. Interpretations of those results are in a language that parents can understand. \* Weekly communications through In-Touch, Social Media, and Class Dojo, written materials in Friday Folders, in person and phone conversations, and fall and spring conferences. \* Parent Resource Room is available as a resource for Ann Visger's families. \* Copies of local assessments are sent home with students whenever appropriate to show students' performance results. \* Standardized assessment results are sent by parent letters, including M-Step and NWEA results. Information on how to interpret the results is also included. School staff, translators, and parent community coordinators identify parent community needs and respond to needs in parent friendly terms.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Ann Visger Preparatory Academy is an elementary school with grades K-5. The preschool program is located at Walter White in River Rouge. Parents are invited to Ann Visger Preparatory Academy for family activities throughout the school year. A visit to Walter White is planned by the Ann Visger's kindergarten teachers, Walter White's director and preschool teachers to develop days of transitional activities for the students and parents. Our teachers were able to attend parent meetings and visit classrooms to build relationships with families.

On Tuesday, April 16, 2019, Ann Visger teachers invited the preschool parents and students to attend Kindergarten Round Up workshops. In an effort to accommodate parent schedules, an A.M. and P.M. schedule was offered. Hands on activities were modeled and constructed by the students. Families were also invited to tour the building, visit the computer labs, and use the Smartboard. Also, on April 30, 2019 our Kindergarten teachers spent the day at Walter White. Parents, students and teachers worked together to provide the students with hands-on activities designed to help make their transition from preschool to Kindergarten flow smoothly.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

During the transition activities at Walter White and the workshops at Ann Visger, the teachers modeled a variety of much needed kindergarten basic skills. Shapes, numbers, colors, counting, alphabet recognition, Smartboard activities, and computer activities were modeled by the teachers. Parents were provided with a variety of handouts, checklists for Kindergarten readiness, websites, shapes, sight word list, and common core expectations.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers are able to offer input during PLCs and staff meetings that assist the school leader in making decisions regarding the use of school based academic assessments. Staff members participated in analyzing various achievement data sets which includes: diagnostic assessments, formative assessments, and summative assessments. During common planning as well as in their PLCs, teachers engaged in collaborative inquiries using Wellman and Lipton's Data Driven protocols. This allows for the instructional teams to triangulate the data to determine what students will participate in intervention, before and or after school tutoring.

The staff conduct data analysis to determine areas of weaknesses and academic gaps. This allows for the instructional teams to adjust instruction, work in small groups, and or incorporate individualized strategies to improve academic achievement for all students. In addition, differentiated instructional practices allow for the instructional members to differentiate the material to meet the students at their academic level. The results from classwork and assessments are used in making decisions for continuous improvement. The instructional teams will provide parents with information on their student's academic progress. At Ann Visger data is shared via Parent Teacher Conferences, Report Cards, and or direct teacher communication.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers participated in data walkabouts and data talks at staff meetings. Individual student data files are kept by each teacher. Teachers also kept class data binders, student data folders, and displayed data walls inside the classroom, to maintain a laser focus on increasing student performance that will drive classroom instruction. Each grade level completed Instructional Learning Cycles (ILC) in reading and math. Data from (NWEA) scores were used to group students for intervention supports that focused on reading strategies. The district instructional infrastructure allows for time for staff to meet in Professional Learning Communities and MTSS Meetings. This time is allowed for teachers to participate in data analysis for the purpose of improving the academic achievement of all students. Teacher are able to identify students who need additional support. MTSS committee members identify students and place them in tiers and arrange meetings to discuss next step supports that is immediately implemented.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

The process to identify students who experience difficulty is determined by the school's universal screener (MAP/NWEA), common/formative assessments in reading, math, science and social studies, M-Step, teacher observations, pre & post common assessments, progress monitoring, parent communication, collaboration with colleagues and/or PLC.

The interventions that are utilized to ensure student growth include but not limited to: LEXIA, Phonics First, small group instruction, Map Skills, Flocabulary, Learning Farm, Imagine Math/ELA, differentiated instruction, reading and math interventionist/coach, reading mastery program, Daily 5 Cafe, Razz Kids/Reading A-Z, Book Nook, after school tutoring and summer enrichment.

ELA: Students at Ann Visger are identified for additional ELA services when they do not perform proficiently in the following assessment areas: Diagnostic Running Record, NWEA (Northwest Educational Assessment), M-Step (Michigan Student Test of Educational Progress), Early Literacy Assessments, Formative/Common Assessments, Reading Mastery Program, Book Nook and Map Skills.

MATH: Students at Ann Visger are identified for additional math services when they do not perform proficiently in the following assessment areas: NWEA, M-Step, Formative/Common Assessments, Imagine Math, Map Skills, Learning Farm.

SCIENCE: Students at Ann Visger are identified for additional Science support when they do not perform proficiently in the following assessments: Unit Assessments, NWEA, M-Step Assessments, and Formative/Common Assessments..

SOCIAL STUDIES: Students at Ann Visger are identified for additional Social Studies support when they do not perform proficiently on Unit Assessments and Formative/Common Assessments.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level receive additional support from teachers who are trained extensively on creating a student centered learning program. Due to an increased amount of students who were deficient, a focus was placed on providing high quality instruction. Teachers utilize resources and strategies that differentiate the learning of our students. Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through Multi-Tiered Systems of Support (MTSS).

#### **Tier I**

Tier I is the instruction all students receive in the general education classroom with their general education teacher. Instruction is aligned



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with the Vision of High Quality instruction utilizing the district's research based core curriculum. Within this tier, a variety of research-based instructional strategies, including differentiated instruction, are used to meet the educational needs of students.

### **During Tier I Instruction:**

Levels of intervention will be used to meet the learning needs of all learners.

A variety of research-based instructional strategies and supports should be used within the general classroom setting

Assessment data such as classroom grades, district wide screenings, and progress monitoring should be documented for each student.

### **Tier II**

Tier II provides 20% of students with an increased level of intensity through supplemental interventions in small groups in addition to the core instruction of Tier 1. This tier is used to remediate specific skill or concept deficits, to enrich the education of struggling students, and for students who exhibit behavioral deficits.

### **During Tier II Instruction:**

Smaller group instruction will include 20% of the students.

Research based instructional programs must be implemented with fidelity for 6-8 weeks.

Interventions will be implemented 2-3 times per week for 20-30 minutes.

Multiple school personnel may provide the interventions, including classroom teacher, intervention specialists, paraprofessionals, among other staff.

The classroom teacher and/or MTSS team is responsible for communicating with the parents concerning the Intervention Plan.

Special education students will be considered for Tier II using the same criteria as all other students.

Progress monitoring will be completed weekly by interventionists and recorded by using curriculum based measurement.

Interventions will be documented per session.

Any changes or modifications to an intervention plan must be made during a RTI/MTSS Data Meeting.

### **Tier III**

Tier III intervention is the most intense level of intervention on the continuum for 5 % of the students. The goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. Chronic non-responders to Tier I instruction and Tier II support, as well as students already identified as the bottom 5% of their grade level are candidates for Tier III intervention.

Tier III interventions and supports will add an additional 30 minutes of support 3-5 days a week. Progress monitoring will be completed weekly by interventionists and recorded by using curriculum based measurements. Interventions will be documented per session.

Tier III Structure and Criteria needs to be fast-paced, with good modeling followed by very focused guided practice. Tier 3 interventions will

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be evidence/research based. Training will be given for those providing interventions.

Ongoing positive corrective feedback is needed to keep student interest and involvement high. These lessons are more intense because of the smaller group size.

Independent worksheets are minimized because active instruction is what these students need. The intervention needs to be so familiar and explicit that students are able to follow the lessons with little time wasted explaining basic directions.

A variety of practice opportunities that coordinate with identified classroom skills, but using different and explicit approaches, are provided.

After 8-10 weeks of intensive Tier III intervention, the MTSS Team will analyze the student data and make a decision to:

Support the student using only Tier I and Tier II intervention if the Tier III strategies have been successful.

Recommend continuing Tier III intervention using new strategies and interventions if the student is showing growth but not closing the academic or behavior gap.

Recommend formal evaluation procedures for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful.

The Title III LEP funds are being used to supply a English Language Facilitator to support the ELL population at Ann Visger. The English Language Facilitator assist with parent communication, ELL assessments, and provides ELL support to staff and students during the school year.

English Language Arts/Reading/Writing:

Once students are identified, the following interventions are used: Phonic First (K-2), Heidi Songs, MTSS, Bilingual Support (K-5), paraprofessional support/tutors (K-5), Academic Coach Support and Early Literacy Coach. General education teachers create intervention plans and utilize paraprofessionals support in implementing the plan. RAZ kids and ELL computer programs like Reading A-Z, Daily 5 Cafe, Lexia, Map Skills , Flocabulary are used in addition to support non-proficient students in the ELA content area. After school support is offered for identified students.

Math: Once students are identified, the following interventions are available: Bilingual Support, paraprofessional support/tutor,, Flocabulary, after school support, Intervention Coach, Everyday Mathematics Manipulative, General Education teachers, MTSS.

Science: Once students are identified the following interventions are available: Quality Instruction Coach, Bilingual Support, and Intervention Coach . General education teachers create intervention plans and utilize paraprofessional support in implementing the plan. Hands On Science Kits, Discovery Science, after school tutoring, MTSS all programs and initiatives that is supplemented to reach our students who are not proficient. Additionally , there is a leveled library with non-fiction/expository text to support curriculum in the area of science.

Social Studies: Once students are identified, the following interventions are available: Quality Instruction Coach and bilingual support. The use following are additional resources that are used: MC3 Curriculum, after school tutoring, digital resources and Google Classroom.

All additional supports and initiatives are implemented daily through the continuous improvement cycle. General Ed. Teachers, Bilingual Support, Instructional Coaches, Parea-Professionals/Tutors/ provides interventions and additional support to our students who have difficulty mastering the standards.

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Ann Visger K-5 Preparatory Academy has a variety of additional assistance options for students. Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the states/ and local achievement assessment standards through multi-tiered systems of support (MTSS).

### **Additional Strategies for Tier I Support**

Provide appropriate instructional level materials and resources for the student (e.g. leveled books)

Provided opportunities for reflection

Providing student with detailed feedback

Increased level of student engagement in the classroom

Break information down into chunks to enhance student learning

Assign a seat that enhances student learning

Decrease noise level of the classroom

Improve student's attitude and motivation to learn

After school tutoring

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Student individual needs are being met through differentiated instruction in the classroom. This means modifying the instructional content, process and product for students. Those students who are not ready for instruction can have their lesson simplified. Those students who have mastered the content can have an enrichment experience. Teachers can modify the process by providing experiences related to students needs, interest, and Multiple Intelligence. Teachers can modify the product by giving the students choices based on the Multiple Intelligence.

In addition, the individual needs of Ann Visger students are being met through various programs. As part of the Tier I process systematic observations are completed to ensure that the teachers are differentiating instruction.

Instructional staff uses formative and summative assessments to monitor student achievement. Daily, quarterly and annual assessments from the state and benchmark assessments and from daily classroom formative assessments is weekly brought to PLC's and is used to plan student groups. This allows students to collaboratively base planning and teaching on current student needs. Teachers adjust instruction and move students in an out of groups based on student formative/progress monitoring data.

As students are identified, teachers differentiate their instruction by creating small groups and stations targeted to enhance and support the skills of identified students. Teachers also create assignments for a given standard at different levels, based on students' readiness. Students are given assignments of different difficulty and length based on assessment data. Teachers also use Bloom's Taxonomy to create assignments of different levels of rigor. Instruction is also differentiated using technology, by incorporating student interest, and by allowing students to create different products based on learning styles.

Ann Visger also offers the following resources for differentiated instruction:

#### **Daily 5**

The Daily 5™ is a framework for structuring literacy time so that students develop lifelong habits of reading, writing, and working independently.

### **The Café System**

Café enables teachers to choose individualized goals, assign strategies, monitor progress, and provide just-in-time instruction to meet the needs of every student.

### **Gradual Release of Responsibility Model**

The goal of guided instruction in the gradual release of responsibility model is to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher (e.g. I do it, we do it, you do it).

### **Technology**

Each classroom at Ann Visger Preparatory Academy has Smart Board Technology. Grades K-5 have a full set of Chromebooks for student use. There are two computer labs that are available for classroom.

### **LEXIA Core 5**

LEXIA Core 5 enables at risk, on-level, and advanced students to each work at their own pace via an engaging and motivating online experience. All students should be on Lexia Core 5 for 20 minutes daily.

### **Map Skills**

Online program designed to address students' needs based on their NWEA Map test scores. Teachers are also able to assign lessons based on students' needs.

### **Flocabulary**

Learning program that uses educational hip-hop music to engage students and increase achievement across the curriculum that has standards-based videos, instructional activities and student creativity tools to supplement instruction and develop core literacy skills.

### **Learning Farm**

Learning program that is web-based and designed for desktop or a tablet. It is high quality content made for state's standards with rigorous content, goal-oriented, self-paced instruction and practice. An extensive library of original literary and informational texts enables students to acquire the skills of 21st century literacy.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Several funding resources support Ann Visger and the goals and strategies in our School Improvement Plan. All resources are coordinated through our Central Office staff (Superintendent, Curriculum, Title programs, Business Office, Special Education, etc.), along with building level administrators, and with input from local School Improvement Teams.

### General Fund (State)

Instructional, Personnel, Support Staff, Building Needs, PLC's:

Teachers/staff salaries and benefits, core curricula resources, 21H Partnership Grant, General Operations, Professional Learning Communities (PLC's) Teacher Recruitment (District), Maintenance of Building (Heating, Cooling, Repairs, Gas Electricity, Secretarial, Custodial, Transportation, Classroom and Building Technology, Transaction Activities.

### Section 31a (State)

Support for At-Risk Students Exhibiting High Risk Behaviors. At Risk Social Worker (ARSW) Special Education Social Worker (At- Risk)

### Title 1 Part A (Federal)

Academic Support in Math and ELA, Title 1 1st and 2nd grade classes:

Academic Support Paraprofessional, Extended Day Learning, Small Group Instruction, Parental Involvement Activities, Materials and Resources for Math and ELA, Extended Learning, Raz Kids, MAPS/NWEA

### Title II Part A (Federal)

On-going and Sustained Professional Development related to Goals, Objectives, Strategies and Activities aligned with the Unpacking Tool (Partnership School), PD workshops/training,

District Initiatives: Guided Reading-Daily 5 & CAFE, Social Studies-MC3, Curriculum Crafter, Sheltered Instruction Observation Protocol (SIOP), Lexia, Resolving Conflict/Culturally Responsive Teaching, Developing Quality Assessments,

### Title III (Federal)

Support for LEP Students: Consortium Member, Bilingual Tutors (ELL), Community Eligibility Option (CEO) (Federal)

Universal breakfast and Lunch for high poverty LEAs (Not a grant but a reimbursement)

### Private Organization Donations (Local)

PTO: Support for PBIS for pro-social behavior; River Rouge District Federation of Teachers, turkeys, community outreach, family outreach for students and families of poverty.

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### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Section 31a, Federal Title 1 Part A, Title II Part A, Title III (Consortium member), Community Eligibility Option (CEO), Local PTO, River Rouge School District Federation of Teachers

General Fund (State)

For School wide Planning Process

Teacher/Staff Salaries and Benefits-Comprehensive Needs Assessment, supplies for content areas, PLC time for teacher collaboration and planning, differentiated instruction, Raz Kids, Lexia, Learning Farms, MAP Skills, Reading and Math Manipulative, Learn Pads/Ipads, Instruction by Highly Qualified Staff, Highly Qualified Teachers to High Needs Schools, Strategies to Increase Parental Involvement, Parent Resource Room Space, Parent Portal, Teacher Participation in Decision Making, Teacher Participation in Assessment Decisions, Timely and Additional Assistance, core curricula resources (books and supplies, technology for content areas) General Operations and Maintenance of Building (Heating, Cooling, Repairs, Gas, Electricity), Professional Learning Communities (PLC) (Teacher collaboration, planning, and assessment development), Teacher Recruitment (District), Secretarial, Custodial, Transportation (busing program), Capital Outlay (building equipment and furniture and large scale maintenance), Transition Activities.

Title I Part A (Federal)

For School wide Planning Process and Continuous School Improvement

Academic Support Paraprofessionals (small group instruction support, After-school, Summer School Support) Extended Day and Extended Year Learning: After school tutoring offered in Math and Reading during the school year by teacher and/or highly qualified Paraprofessionals, differentiated instruction to meet the needs of all learners. Classes meet four days per week for 1 hour. Extended year tutoring is a summer program for the Needs Assessment students in Reading and Math. Direct instruction is provided with breakfast and lunch: Students will be selected for Math and/or ELA intervention support from the Needs Assessment, NWEA, DRA Data, Lexia Data, M-step and teacher input based on data from Data Team Meetings.

- 1.) Students will receive another layer of students centered learning/direct instruction in Math and/or ELA, including Science and Social Studies. Math instruction will use Learning Farms and MAP Skills, which students will develop critical thinking skills, deeper understanding, and life long confidence in math.
- 2.) Common grade level planning, pacing, and collaboration will support student centered learning for Title I Intervention Teachers.
- 3.) Instruction will be planned around the Common Core State Standards, student data, and collaborative teaching strategies that will benefit at risk learners.

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

#### **1. COMPREHENSIVE NEEDS ASSESSMENT**

Funding Sources: General Funds and Title I, Part A

Programs: River Rouge Schoolwide Planning Process

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### **2. SCHOOLWIDE PARTNERSHIP STRATEGIES**

Funding resources: 21H Grant, General Fund, Title I, Part A, Title II, Part A, Title III, Section 31 (a)

Programs: River Rouge Continuous School Improvement Process

### **3. HIGHLY QUALIFIED STAFF**

Funding Sources: General Fund, Title I Part A, 21 H Grant

Programs: General Education Classrooms, ELA, Math, Science and Social Studies Support, Including Paraprofessionals and Title I Intervention teachers and programs

### **4. STRATEGIES TO ATTRACT HIGHLY QUALITY AND HIGH QUALIFIED TEACHERS TO HIGH NEEDS SCHOOL**

Funding Sources: General Fund, Title I Part A, Title II, Title III, River Rouge PTO

Programs: New Teacher Orientation, Teacher Mentors, District and Building Professional Development, Conference Attendance, Classroom and Building Technology, Literacy Library, LEP Student Support, Caught Being Good and PBIS Incentives, Class Field Experiences: PBIS Support.

### **5. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT**

Funding Sources: 21H Grant, General Fund, Title I Part A, Title II, Title III

Programs: Ongoing and sustained professional development on topics related to goals, objectives, strategies, and activities aligned with the school-wide plan Unpacking Tool for Partnership Schools.

### **6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

Funding Sources: General Fund, Title I Part A, River Rouge PTO Programs: PTO Family Events, Parent Resource Room, Parenting Resources in the Resource Room, guest Speakers and Parent

Programs, Parent Team Meetings, Monthly Coffee with the Principal, Parent Classroom Visit opportunities, Approved volunteer list, Title I family Events, Learning activities for home

### **7. PRESCHOOL TRANSITION STRATEGIES:**

River Rouge is a K-5 building; transition activities are conducted for incoming kindergartners and exiting 5th graders.

Funding Sources General Fund, River Rouge PTO

Programs: School assemblies, parent and staff training, school visits, transition IEPTS

### **8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS**

Funding Sources: General Fund, Title I Part A, Title II

Programs: Professional Learning Communities, District Level Committees such as Technology Plan Committee, Electric Lesson Plan and Report Card committees, District improvement teams, ELA/Balanced Literacy Handbook Curriculum Alignment Committee, SIOP Committee, Math Committee, Social Studies Committee, Science Committee

### **9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING STANDARDS**

Funding Sources: General Fund, Title I Part A, Section 31(a)

Programs: Instructional paraprofessionals, Title I Intervention teachers, At Risk Intervention Coach, Extended day, Schoolwide PBIS, Small Group Instruction, ELL support, Flocabulary, Brainpop, Imagine Math, Learning Farms, Lexia, MAP Skills, Data team meetings, Grade level meetings, PLCs, Technology (Smartboards, and Voice Enhancing Technology) IEPT Protocols, At Risk Social Worker.

### **10. COORDINATION AND INTEGRATION OF FUNDING AND RESOURCES**

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Funding Sources: General Fund, Title I Part A, Title II, Title III, Section 31(a)

Programs: Administration of funding and programs

### **11. COMMUNITY ELIGIBILITY OPTION (CEO) (FEDERAL)**

Universal Breakfast and Lunch for High Poverty LEAs (Not a grant but a reimbursement)



## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The school evaluates, at least annually, the implementation of the school wide program based on the Partnership Agreement outlined by Michigan Department of Education, by analyzing student achievement data, reviewing of perception and demographic data, and by accessing the quality of programs and resources used through out the year.

#### **Achievement Data**

The staff members meet in grade level and content areas PLCs to discuss student achievement data weekly. Once the information is shared out and discussed then staff members use that data to drive instruction. As a collective unit, throughout the year AV Staff members utilize staff meetings to discuss achievement data findings and ways to improve instruction and learning as it relates to students performance. School improvement team members also meet to discuss ways to improve student achievement,

#### **Perception Data**

Surveys are given to students, parents, and teachers concerning the climate and culture of the school. The data is then reviewed by administration and improvements and or changes to the school's culture and climate will occur given the information uncovered from analyzing the data.

#### **Demographic Data**

Data is collected by the district's data coach. All demographic information is retrieved from Ann Visger's school enrollment along with the other River Rouge schools within the district. The information is reviewed and discussed by district leaders and improvements and or changes will occur given the analysis of the data.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Ann Visger uses the data from the State's annual assessment and other indicators of academic achievement to determine success. School staff analyze both M-Step and NWEA . We look for commonalities among test questions and results for both tests. Upon reviewing the data, students who are not meeting the state standards receive additional instructional support in the form of small group instruction, differentiated instruction, intervention support , tutoring, as well as after school tutoring. Staff members continuously use student data to drive their classroom instruction. Staff members are given opportunities to work collaborative and meet in grade level groups. Staff utilize common planning time, lunch time, after school, PLCs, staff meetings and grade level meetings to analyze student data.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The school determines whether the school wide programs have been effective in increasing the achievement gap of students by utilizing NWEA Data, M-Step Data, and Common Assessment (ILC). Staff will use staff meetings and PLCs to analyze student data. Conversations are held to discuss the next steps for teaching and learning. Teaching staff make the necessary adjustments to instruction as necessary

given information based on the students data. School improvement team members utilize and Evaluation Tool to see the effectiveness of programs and make recommendations based on their findings.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The School Improvement Plan is a living document that utilizes real-time data and is amended continuously to meet the needs of all students at the school. The School Leadership Team (which includes: staff, parents, and community members) meets biweekly to review collected data (process/program, achievement, demographics, and perception). We have discussions regarding all identified initiatives targeted for improvement, discuss the status, and make data based decisions on how effective are the reforms and what needs to be amended. The plan is then revisited/revised on a continual basis. Real time data based decisions and recognizing the need for change is an integral part to continuous improvement and ensuring student engagement, retention and achievement.