Priority School Improvement Plan

Ann Visger K-5 Preparatory Academy
River Rouge School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school’s strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data-related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school’s comprehensive needs assessment process.
Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Currently, there are 586 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 95 students from year 2013-14 to 2014-2015. While enrollment increased during year 2013-14 to year 2015-16, enrollment declined slightly from year 2014-15 to year 2015-16 by 40 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. We also notice that with the growing number of students enrolled there was a large population of bilingual families that chose to attend Ann Visger Preparatory Academy. In addition, we have had a large number of students who chose Ann Visger Preparatory Academy as their school of choice. There are a large number of our students that we bused into the district, as a result our truancy rate has increased.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

In looking at the three year trend in student attendance data we still have significant challenges with:
1. Transient students (moving in and out of the district).
2. An increase in the number of truancy students identified throughout the year with 10 or more absences.
3. Challenge assessing new students' background knowledge and planning instruction based on this data. We have worked hard to build a strong foundation at the lower grades and we often receive new students who have missed this instruction.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The three year trend in student behavior data revealed that there was a 27% decrease in recorded discipline infractions. Also, there was a 64% decrease in out of school suspensions noted. While we see improvement in behaviors, we still want to continue to work on the challenges specified:
1. Positive relationships must be established amongst staff and students.
2. Students are removed from the classroom environment for minor disciplinary problems, instead of being addressed inside the classroom.
3. A need for a consistent referral system in place.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?
* Dealing with a transient number of students, we currently have a Behavior/Attendance Agent who conduct home visits and meetings to support families who are in need.

* Ann Visger staff and administrators had extensive training in Capturing Kids Hearts and conducted book studies on Engaging Students with Poverty in Mind. Staff have received and will continue to have training on developing safe, trusting, self-managing classrooms, while building positive relationships with the students that we serve.

* All staff will continue to receive professional development training in building a culturally responsive learning environment and classroom management strategies. Ann Visger teachers know what the expectations are as far as classroom management and student discipline. The teachers now know what kinds of discipline issues they are expected to handle in class and what issues they are expected to send to the office.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

With a combined number of years teaching and administrative experience, our leadership team consisting of a school principal, academic engagement officer, two instructional/intervention coaches, and data coach, we are sure to impact student achievement. The team is diligently inside the classrooms monitoring quality instruction, modeling best practices, and reviewing data to inform leadership decisions. At Ann Visger we know that it is important to build capacity, so we rely on the experience of our veteran teachers to become teacher leaders, grade level leads, mentors, and facilitators of best practices. Additionally, we realize that our new teachers have the energy, drive, and grit that add to our learning environment. This has helped both administrators and teachers to "think outside the box". With the skill-set that we have at Ann Visger, we are sure to see an increase in student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

In reviewing the number of years of teaching experience of teachers in our building we have 68% of our staff members who have been teaching for 20 or more years and 16% of our teachers who have been teaching for less than 6 years. Overall, there is solid teaching and learning taking place. However, our teachers need a lot of support in the area of student centered learning, differentiated instruction, the use of interactive technology, and using data to drive instruction.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and/or due to illness, what impact might this have on student achievement?
In 2014-15 the school principal had only taken 2 personal days out of the school year. In 2015-16, she took 7 personal days due to illness. However, with team of staff in place duties and responsibilities were delegated to ensure that the school systems and processes function with fidelity in the absence of the school leader. Professional Learning takes place primarily on half days and Saturdays, which prevents a large number of absences.

**Teacher/School Leader(s) Demographic Data**

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Our overall attendance rate for our teachers was approximately 89.7% in 2014-15, this year our rate is at 90%. This was due to personal illnesses and loss of loved ones. Majority of our professional learning takes place on half days and Saturdays, which has no affect on teacher absences. While this percentage seems high, staff absences has an negative affect on student achievement. We are challenged with filling substitute positions on a daily basis.

**Teacher/School Leader(s) Demographic Data**

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The district changed substitute teacher company's that has had success in filling positions with quality subs in the absence of teachers. Creating a supportive environment where teachers don't get burnt out, is key. It is our goal in the new school year to acknowledge teachers who maintain perfect attendance.
Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

With an overall rating of 2.88, Strand II: Leadership for Learning, stands out as one of our strengths. In particular, under Standard 4: Instructional Leadership, we have fully implemented the following indicators: Indicator K: A Vision for Learning; Indicator L: Guidance and Support for Teaching and Learning; and Indicator M: Results-Focused.

Additionally, under Standard 6: Organizational Management, we have fully implemented the following indicators: Indicator Q: Intentional Practices and Indicator R: Resource Allocation.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the results of the School Systems Review, Strand III: Professional Learning Culture stands out as a challenge.

Standard 5: Safe and Supportive Environment and Standard 7: Collaborative Teams both received a rating that highlights partial implementation for each indicator.

12. How might these challenges impact student achievement?

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Action that can be taken to address these challenges from the School Systems Review are:

Create Professional Learning Communities where collaboration occurs amongst staff to discuss and implement a continuous cycle of improvement, promote authentic learning experiences, and remove barriers that we allow staff to be vulnerable, so that we can work on weaknesses/deficit areas and improve instruction.
14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are fully included in general education classes.

There are a number of intervention supports that Ann Visger Preparatory Academy offers to students with disabilities. Please see the list of offerings below:

- Special Education Resource Room Teacher
- At-Risk Social Worker
- School Psychologist
- Speech and Language Impairment Teacher
- Increased learning time
- After-school Enrichment Support
- Paraprofessional Support
- Co-Teaching
- Learning Center Intervention Coach
- At-Risk Intervention Coach
- Instructional Coach
- Positive Behavior Intervention Coach
- Response to Interventionist Teacher
- Power Learning Time (daily 50 minutes of extra intervention and support)

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We have put in place Extended Learning Opportunities through increase instruction and to 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/Beyond the Bell - Students benefit from enrichment through additional content specific classes during the school day and outside of the school day i.e. before school, after-school, summer school interventions.

- 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.
16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

The process for identifying students for Extended Learning Opportunities include:

1. Reviewing the data
2. Identifying students based on their abilities (enrichment/intervention)
3. Grouping students (for Power Learning Time) to receive targeted assistance and/or challenging work
4. Students who are identified as most at risk of failing, parents receive a letter giving their children the opportunity to attend our
   Before-school Program, After-school Program, and Summer Enrichment Programs.

Parents are made aware of these extending learning opportunities via Title I Parent Night, Curriculum Night, face to face, written correspondences, social media, and Ann Visger Website.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence that we have to indicate the extent to which the state content standards are being implemented with fidelity, in all grade levels include:

1. Lesson plans that document the content standards/CCSS used in lessons.
2. Learning objectives that are posted inside the classrooms daily, that highlights the CCSS.
3. Unwrapping of standards using a template that allows teachers to plan activities lesson that focus on the CCSS.
4. Thursday, Professional Learning Communities that allow vertical and horizontal alignments and conversations that focus on CCSS.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A
Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert ‘See Student Performance Diagnostic’ in each text box.

19a. Reading- Strengths

On the Accountability Scorecard for 2014-15 and 2015-16, we received a green status for having met the proficiency target in reading.

In reviewing the NWEA data over the course of the school year, all students in K-5 grades showed a positive trend in their reading performance with each grade level having an increase in their RIT scores.

19b. Reading- Challenges

Although there is a positive trend in student's reading performance, only 13% of our students (78 out of 584 students) who took the NWEA reading assessment scored "at or above Norm Grade Level Mean RIT".

19c. Reading- Trends

Our longitudinal data shows a positive trend, across all grade levels, with more students improving their NWEA Reading RIT scores than declining.

19d. Reading- Summary
Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address the challenges in Reading Ann Visger staff set goals, researched instructional strategies, and programs which includes:

**Goal:** By June 2017, there will be a 25% increase in reading proficiency levels of Ann Visger students K-5. As measured by local and state assessments, students will show measurable growth towards proficiency levels in reading (phonemic awareness, phonics, comprehension, accuracy, fluency, vocabulary).

**Strategies:**
Teachers will help all students reach proficiency by utilizing research and evidenced-based strategies and programs that provide explicit and systematic instruction in five components of reading. The components are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The programs and/or strategies we are using are as follows:

- **Daily 5** - Daily 5 is a framework in which students select from five authentic reading and writing choices, working independently toward personalized goals. The teacher will meet individual needs through whole-group and small-group instruction, as well as one-on-one conferencing.

- **CAFE** - CAFE is a system in which teachers use reading strategies to assess, instruct, and monitor student progress. It provides tools for constructing group and individual lessons that provide just-in-time instruction, ensuring that all students reach their potential.

- **Phonics First** - Phonics First is a language-based, multi-sensory, structured, sequential, cumulative, cognitive, and flexible program that employs Orton-Gillingham principles of instruction to reading.

- **Power Learning Time (PLT)** - PLT is an extended time for daily direct and systematic interventions provided to students by classroom teachers, paraprofessionals, and other support staff.

- **Cross-Curricular Instruction** - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

- **Technology Integration** - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

- **Art Integration** - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.
20a. Writing- Strengths

Students have opportunities to write across the curriculum.

20b. Writing- Challenges

Grade Levels K-5 exhibit a need for further focus on grammar, usage and mechanics in writing across Genres (conventions and sentence fluency).

20c. Writing- Trends

Students in all grades demonstrate a need for additional instruction and practice in grammar, usage and mechanics.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address this need, teachers will meet across grade level teams to determine instructional alignment throughout the grade levels.

Teachers will attend professional development sessions to compare data and develop Writing instructional strategies across grade levels.

Teachers will be supported by River Rouge School District Central Office Staff and resource support staff members.

Additionally, students will be placed in small group configurations to receive direct instruction based on their individual needs.

21a. Math- Strengths
On the Accountability Scorecard for 2014-15 and 2015-16, we received a green status for having met the proficiency target in math.

According to the 2015 M-STEP data, students in the following grades showed math proficiency:

- 3rd - 4%
- 4th - 8%
- 5th - 4%

During the 2015-2016 school year there were 10% of our students (58 out of 577) who took the NWEA math assessment and scored "at or above Norm Grade Level Mean RIT." 

21b. Math- Challenges

Student achievement is low in all areas of math with over 95% of our students scoring low in number operations, geometry, and fractions.

21c. Math- Trends

Due to it being the first year implementing M-STEP, there are no trends to report.

The NWEA math scores from 2013 to 2014 showed a 10% decrease in the number of students who were "at or above Norm Grade Level Mean RIT" and from 2014 to 2015 there was a 4% decrease.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address the challenges in Math, Ann Visger staff set goals, researched instructional strategies, and programs which includes:

Math
Goal: By June 2017, there will be a 25% increase in mathematical proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:
Teachers will utilize strategies and programs that provide explicit and systematic instruction by implementing the five strands of mathematical proficiency. Those elements are: Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition. The programs we are using are:

Everyday Math - Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power. The Everyday Mathematics curriculum emphasizes:
* Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.
* Repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory.
* Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
* Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities.
* Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.

22a. Science- Strengths

Our students are not showing any area of strength science.

22b. Science- Challenges

Over three years at Ann Visger, 100% of our students were partially or not proficient in the area of science on the M-Step.

The challenge of Science is the lack of alignment to Next Generation Science standards. Resources are being aligned for the 2016-17 school year.
22c. Science- Trends

For the past 3 years our students have showed that 100% of our students are not proficient in science.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A District team of teachers has been meeting this year to make recommendations to align curriculum and assessments. Updates and information will be shared with staff in 2016-17. Additionally, to address the challenges in Science Ann Visger staff set goals, researched instructional strategies, and programs which includes:

Science
Goal: By June 2017, there will be a 15% increase in science proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:

Teachers will teach skills in a planned, logical, progressive sequence.

 Teachers engage students in hands-on activities and experiments to provide students with real-world application of science concepts.

 Teachers use assessments to monitor student learning and to make adjustments to instruction accordingly.

 Students are provided opportunities to engage in inquiry-based learning; where students learn through exploration and research.

Curriculum Crafter

Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. * Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.
23a. Social Studies- Strengths

The strength of our Social Studies is the connection to ELA. Units are aligned and students work seamlessly in ELA and Social Studies.

23b. Social Studies- Challenges

The challenge within our Social Studies Curriculum is the lack of common assessment and scope of curriculum. Common Assessments will be a focus of PLC’s during the 2016-2017 school year.

23c. Social Studies- Trends

The trends show the need for new curriculum alignment and common assessments for units is needed.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A District team of teachers/administrators has been meeting this year to make recommendations to align curriculum and assessments. Updates and information will be shared with staff in 2016-17. Additionally, to address the challenges in Social Studies, Ann Visger staff set goals, researched instructional strategies, and programs which includes:

Goal: By June 2017, there will be a 15% increase in social studies proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:

Teachers teach skills in a planned, logical, progressive sequence.

Teachers engage students in project-based learning activities.

Teachers use assessments to monitor student learning and to make adjustments to instruction accordingly.

Students are provided opportunities to engage in inquiry-based learning; where students learn through exploration and research.

Curriculum Crafter - MC3 (College, Career, and Civic Life) framework is taught by teachers to promote awareness of cultural diversity and the importance of upholding American ideals such as the Core Democratic Values (Life, Liberty, Pursuit of Happiness, The Common Good, Equality, and Justice.)
Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.
Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert ‘See Stakeholder Feedback Diagnostic’ in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Grades K-2 indicated their highest level of satisfaction in, "My teacher wants me to learn" (2.99) (99.37%) and "My school has books for me to read" (2.99) (99.37%). Grades 3-5 indicated their highest level of satisfaction was "In my school I am learning new things that will help me." (2.99) (92.68%)

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Grades K - 2 indicated their lowest level of satisfaction was in the area of, "My family likes to come to my school." (2.33) (57.7%) Grades 3 - 5 indicated their lowest level of satisfaction was in the areas of, "In my school students treat adults with respect." (2.15) (27.32%)

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The Data Dialogue provided suggestions and ideas to raise the level of satisfaction for the next school year. Offering more classroom events that parents can participate in, and offering more opportunities for parents to volunteer throughout the school day, adding more Family Nights and Bilingual classes were among the suggested actions that could be taken to improve satisfaction.

The Data Dialogue revealed that there is a need for a behavioral intervention plan that must be revisited every 4-6 weeks with parents present. Also, there is a need for positive, as well as, negative notes and phone calls to parents. Finally, the discussion revealed the continued need for parent teacher conferences, social work support services, and Superintendent Dropout and Champion Mentor programs.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

92% of the parents feel that their child's teacher(s) provide helpful comments on homework, class work and tests.
95% of the parents feel that their child's teacher(s) provide them with ideas about how I can help my child to do his or her best.
95% of the parents feel that the teachers at this school set high standards for students.
95% of the parents feel that the principal is assessable when I need to talk with her and is responsive to my concerns.
95% of the parents feel that the their child's school makes it easy for parents to attend meetings by holding them at different times of the day or by providing an interpreter.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents/Guardians indicated their overall lowest level of satisfaction was in "Our school provides excellent support services (e.g., counseling, and/or career planning)." (3.45) (64%)

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Ann Visger currently has a Parent Liaison implementing Joyce Epstein's Framework Model and is working on building school and home connections.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers and staff indicated their highest level of satisfaction in "Our school's leaders expect staff members to hold all students to high academic standards." (4.43) (43.33%)

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The teachers and staff indicated their lowest level of satisfaction in "Our school provides opportunities for students to participate in activities that interest them (3.15)", "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting (3.27)", "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. (3.27) (37.04%)"
What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff should be informed often of policies and procedures concerning grading through e-mails and written documents in a timely manner.

A student survey was also mentioned to gather information on which activities would be of interest to them. Additional professional development could be provided to ensure that staff is comfortable with using data to drive instruction. This professional development should be very specific to the areas that teachers feel necessary.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The Stakeholder/Community expressed their highest level of satisfaction in, "My community's schools have adequate, clean, and well-kept facilities." (3.71)

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The Stakeholder/Community survey indicated it's lowest level of satisfaction in the areas of "My community's schools have enough staff members to meet the needs of all students. (2.57)"

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

As enrollment increases, Ann Visger will review student/teacher ratio and make a recommendation to the district if additional teachers need to be hired in order to impact student achievement.
Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Currently, there are 586 students in grades K-5 that attend Ann Visger Preparatory Academy (AVPA). Student attendance at AVPA has fluctuated over the last three years. There was an increase of 95 students from year 2013-14 to 2014-2015. While enrollment increased during year 2013-14 to year 2015-16, enrollment declined slightly from year 2014-15 to year 2015-16 by 40 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.

Upon completion of the School Systems Review which included input from our entire staff, the data indicated that Strand III, Leadership for Learning, is our school’s strength.

The School Systems Review also revealed that Strands I, II, and IV were areas in which we needed to improve. Strand I, Teaching for Learning and Professional Learning were our weakest areas. This is a challenge since we are in the beginning stages of aligning our curriculum with the Common Core State Standards. In addition, we are developing common grade level assessments that will be used assist in informing our instruction. We recognize that quality instruction and assessment is a leading factor for student achievement.

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. During the 2015-2016 school year there were 78 students out of 584 students who took the NWEA reading assessment and scored "at or above Norm Grade Level Mean RIT. Additionally, 58 students out of 577 student who took the NWEA math assessment and scored "at or above Norm Grade Level Mean RIT.

The Perception Data survey revealed insights on stakeholder's perception regarding Ann Visger Preparatory Academy. The data revealed the highest level of positive responses in the area of academic expectations from the school. However, the data also revealed that the school's lowest perceptions were in the level of respect that the students receive from the staff, as well as the level of respect that staff receives from the students. The data also revealed that there is a great need to improve communication with staff in regards to grading policies and procedures. The data also revealed the need for improvement in the areas of development and training for teachers.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

All of the challenges identified in the four areas of data will impact student achievement negatively. Ann Visger is committed to improving student achievement.
28c. Summary

How will these challenges be addressed in the School Improvement Plan’s Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

All high needs areas are being addressed applying the strategies and practices that are outlined as our Big Ideas in the Redesign Plan:

STUDENTS WILL BECOME PROFICIENT READERS-Teachers will utilize strategies and programs that provide explicit and systematic instruction in five components of reading. Those components are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

IMPROVE MATHEMATICAL PROBLEM SOLVING - Teachers will utilize strategies and programs that provide explicit and systematic instruction by implementing the five strands of mathematical proficiency. Those elements are: Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition.

CREATE A CLIMATE OF ACHIEVEMENT--Reorganize instructional time and personnel to more effectively deliver differentiated instruction, implement a tiered model of instruction, intervention, and PBIS implement weekly grade level PLCs to support collaboration and data driven instruction, ILCs, create flexible grouping for our students, and develop positive relationships with stakeholders using the Joyce Epstein Model
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
# School Additional Requirements Diagnostic

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>Literacy and math are tested annually using NWEA and Star. Additionally 3-5 took the M-Step this school year.</td>
<td>NWEA Data Star Data</td>
</tr>
<tr>
<td>2.</td>
<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
<td><a href="http://riverrougeschools.org/home/system/files/AnnualEducationReport-AV_0.pdf">http://riverrougeschools.org/home/system/files/AnnualEducationReport-AV_0.pdf</a></td>
<td></td>
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<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>Ann Visger services Kindergarten through fifth grade students.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>No</td>
<td>Ann Visger services Kindergarten through fifth grade students.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Alisa Berry-Brown, Deputy Superintendent 1460 Coolidge Hwy. River Rouge, Michigan 48218</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
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<td>Attachment</td>
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<tr>
<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
<td></td>
<td>School Parent Involvement Plan</td>
</tr>
<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
<td></td>
<td>Ann Visger Parent Compact</td>
</tr>
<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td></td>
<td>Unpacking Tool</td>
</tr>
</tbody>
</table>
Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114(b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 the Schoolwide School Improvement Planning Team (SIPT). The team was comprised of administrators, teachers, support staff, students, and parents. To complete the CNA process the SIPT 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. The SIPT ensured that the information identified in the CNA was shared with all stakeholders which includes the 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 596 students. Nearly 37% of the students attending Ann Visger Preparatory Academy are not residents of the City of River Rouge. According to the United States 2014 Census Bureau indicated the city is made up of approximately 7,019 residents with a median income of $36,000. The city is made up of approximately 50% African Americans, 40% of Caucasians, and 11% of Hispanics.

The School Improvement Planning Team (SIPT) reviewed school demographic the purpose of identifying and understanding the population in which the school serves.

Listed below is the 2015-16 demographic representation of Ann Visger Preparatory Academy's school population.

Attendance

Currently, there are 586 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 95 students from year 2013-14 to 2014-2015. While enrollment increased during year 2013-14 to year 2015-16, enrollment declined slightly from year 2014-15 to year 2015-16 by 40 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. The data above reflects the attendance rate increased by 3% which is likely the result of the jointly developed Title I Compact partnership with teachers, parents and students with all stakeholders agreeing to be held accountable for teaching and learning efforts.

Free and reduced lunch

Currently, at AVPA more than 95 % of enrolled students are eligible for free and reduced lunch. Due to the high number of students who receive FRL students are offered breakfast and lunch daily during the school day.

Subgroups

AVPA is a very diverse learning community made up of several subgroups. African Americans represent 67% of the student population, making it the largest subgroup at AVPA. Other subgroups such as Caucasian, Hispanics, Asians and Native Americans represent less than

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25% for the overall student population. Due to the closing of two neighboring elementary schools with a high population of students identified as Hispanic, stakeholders anticipate an increase in AVPA Hispanic population as well as the number of ELL for the 2016-17 school year.

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 2013-2014, 2014-2015 and 2015-2016 assessments were analyzed for achievements in reading and math.

During the 2013-2014 school year there were 82 students out of 500 students who took the NWEA reading assessment and scored "at or above Norm Grade Level Mean RIT.

During the 2014-2015 school year there were 118 students out of 619 students who took the NWEA reading assessment and scored "at or above Norm Grade Level Mean RIT.

During the 2015-2016 school year there were 78 students out of 584 students who took the NWEA reading assessment and scored "at or above Norm Grade Level Mean RIT.

The NWEA reading scores from 2013 to 2014 showed a 3% increase in the number of students who were "at or above Norm Grade Level Mean RIT".

The NWEA reading scores from 2014 to 2015 showed a 6% decrease in the number of students who were "at or above Norm Grade Level Mean RIT".

During the 2013-2014 school year there were 106 students out of 436 student who took the NWEA math assessment and scored "at or above Norm Grade Level Mean RIT.

During the 2014-2015 school year there were 83 students out of 605 student who took the NWEA math assessment and scored "at or above Norm Grade Level Mean RIT.

During the 2015-2016 school year there were 58 students out of 577 student who took the NWEA math assessment and scored "at or above Norm Grade Level Mean RIT.

The NWEA math scores from 2013 to 2014 showed a 10% decrease in the number of students who were "at or above Norm Grade Level Mean RIT".

The NWEA math scores from 2014 to 2015 showed a 4% decrease in the number of students who were "at or above Norm Grade Level Mean RIT".

During the 2014-2015 school year, our African American subgroup showed a 6% decrease in the number of students who scored "at or
above Norm Grade Level Mean RIT in reading and a 2% decrease in the number of students who scored “at or above Norm Grade Level Mean RIT in math.

During the 2014-2015 school year, our Caucasian subgroup showed a 5% decrease in the number of students who scored “at or above Norm Grade Level Mean RIT in reading and a 4% decrease in the number of students who scored “at or above Norm Grade Level Mean RIT in math.

During the 2014-2015 school year, our Hispanic subgroup, there was a 4% decrease in the number of students who scored “at or above Norm Grade Level Mean RIT in reading and a 5% decrease in the number of students who scored “at or above Norm Grade Level Mean RIT in math.

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 2015 and 2016, 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 in grades 4; and social studies in grades 5.

We reviewed the 4th grade 2015 M-STEP disaggregated subgroups results identify students who are proficient in reading, math and science. We concluded that except for math, male students outperformed female students. In reading, the female students show 7.9% more proficiency than male students. In math, male students show 1.1% more proficiency than female students and in science, males show a 6.5% more proficiency than female students. Within the African American subgroup, they score higher in reading at 18.7% proficiency than in math at 11.5% proficiency. All other subgroups with the exception of students with and without disabilities outperformed African American students.

Upon review, the 5th grade 2015 M-STEP disaggregated subgroups results identify students who are proficient in reading, math and social studies. It was concluded that female students show 10.4% more proficiency than male students in reading. Male students showed .8% more proficiency than female students in math. In social studies, male students show 1.8% more proficiency that female students. Within the African American subgroup, they score higher in reading at 19.7% more proficiency than in math. In math, Caucasians show 35% more proficient that African Americans. In social studies Non-economically disadvantaged students outperformed all other subgroups with 31.3% proficiency.

Upon review, the 6th grade 2015 M-STEP disaggregated subgroups results identify students who are proficient in reading and math. Female students show 10.5% more proficiency than male students in reading, and 1.6% more proficiency than male students in math. The African American subgroup scored higher in reading at 17.6% proficiency than in math 8%. Caucasians outperformed African Americans and Hispanics in reading and math proficiency. It is concluded that Ann Visger Preparatory Academy’s students proficiency remains lower than reading.

Ann Visger Preparatory Academy Top to Bottom data was reviewed. The school has been in the bottom 5% consistently since the 2012-2013 school year to the 2014-2015 school year. Although the percentile rank is below 5%, there has been a 1% increase from 2012-2013 school year to the 2014-2015 school year.

World Class Design and Assessment (WIDA)
The WIDA is administered annually to students identified as English Language Learners (ELL). Data results for year 2014 compared to year 2015 showed a decline in proficiency in grades Kindergarten, 4th and 5th grades while grades 1st, 2nd and 3rd showed an increase in proficiency. The largest gains in proficiency was prevalent in 3rd grade with a growth rate of .80 from the previous year. Students identified as ELL are offered bilingual support services to strengthen one's ability to speak the English language with accuracy.

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:
Bilingual Support: 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
POWER LEARNING TIME:
Program/Process Purpose:
Power Learning Time: is a program identified through the school-wide MTSS initiative. During Power Learning Time eligible students identified at Tier II or Tier III level are offered 20 to 30 minutes of reading intervention supports for the purpose of closing the achievement gap.

Group of students to be served:
All eligible K-5 students; Bottom 30% of students not showing proficiency on the state and district standardized assessment

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

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

AFTER-SCHOOL SUPPORT:
Program/Process Purpose:
After-School Tutoring: 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

PEDAGOGICAL SOLUTIONS
Program/Process Purpose:
Pedagogical Solutions: is an external partner that uses research-based student centered instructional practices to meet the needs of all learners.

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; Focus Group

Results: When will the Program/Process be evaluated?
EVERYDAY MATHEMATICS:
Program/Process Purpose:
Everyday Mathematics: 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:
Daily 5 Cafe’: is a literacy block framework that designed to deliver intense highly intentional focus instruction in a workshop approach with two or three cycles imbedded.

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:
Phonics First: uses the Orton Gillingham principles for teaching Multisensory 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:

Online Interventions:
Flocabulary; Brain Pop; Accelerated; Reading 360; Math Facts in a Flash; Learning AZ Reading; Learning AZ Writing; Learning AZ Science; Raz Kids; Odyssey Compass Learning; Lexia

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

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 computer labs. 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.

The following trends have been identified from the results of the perception data:
Student Data From The Early Elementary Showed:
Two questions on the survey scored tied with the highest percentage of satisfaction:
Q1: 99.37% of students agree that their teacher wants them to learn
Q11: 99.37% of the students agree that the school has books for them to read.

One question on the survey received the lowest percentage of satisfaction:
Q7: Only 57.7% of the students stated that their family likes their school.

The Data Dialogue provided suggestions and ideas to raise the level of satisfaction for the next school year. Offering more classroom events that parents can participate in, and offering more opportunities for parents to volunteer throughout the school day, adding more Family Nights and Bilingual classes were among the suggested actions that could be taken to improve satisfaction.

Students Data From The Upper Elementary Students Showed:
The overall highest level of satisfaction among students in upper elementary grades was with the purpose and direction of the school. 92.68% of the students feel their principal and teachers want every student to learn, and learning new things will help them.
The overall lowest level of satisfaction was in the area of governance and leadership. 27.32% of the students feel that students are treated with respect.

The Data Dialogue revealed that there is a need for a behavioral intervention plan that must be revisited every 4-6 weeks with parents present. Also, there is a need for positive, as well as, negative notes and phone calls to parents. Finally, the discussion revealed the continued need for parent teacher conferences, social work support services, and Superintendent Dropout and Champion Mentor programs.

The data on Governance & Leadership also revealed that 42.78% of students feel that students treat adults with respect.

The data on Governance & Leadership also revealed that 27.32% of students feel that too many distractions will hinder their learning which will lead them to shut down.

Staff Data Showed The Following:

The overall highest level of satisfaction among teachers/staff the highest was under purpose and direction:

Q#9: “Our school leaders expect staff members to hold all students to high academic standards.”

43.33% of teachers/staff strongly agree and 56.67% agree that our school's leaders hold all students to high academic standards.

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

There was a tie for lowest overall satisfaction among teachers.

* Q#35-Being informed of grading and reporting.
* Q#44 Student participation in activities to them.
* Q#50 Staff is trained in data interpretation and use.

7.41% of teachers/staff strongly agree and 37.04% agree that our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

3.7% strongly agree and 29.63% agree that our school provides opportunities for students to participate in activities that interest them under resources and support systems number 44 and using results for continuous improvement number 50.

The Data Dialogue revealed the following actions to be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff should be informed often of policies and procedures concerning grading through e-mails and written documents in a timely manner.

A student survey was also mentioned to gather information on which activities would be of interest to them. Additional professional development could be provided to ensure that staff is comfortable with using data to drive instruction. This professional development should be very specific to the areas that teachers feel necessary. Staff also agrees with the following actions for improvement:

* Ensuring school leaders engage effectively with all stakeholders about the school’s purpose and direction
* Creating an environment in which school leaders support an innovative and collaborative culture
* Teaching and learning remain the focus of staff observations and professional development.

The Parent survey showed several areas with high levels of satisfaction:

92% of the parents feel that their child’s teacher(s) provide helpful comments on homework, class work and tests
95% of the parents feel that their child’s teacher(s) provide them with ideas about how I can help my child to do his or her best
95% of the parents feel that the teachers at this school set high standards for students
95% of the parents feel that the principal is assessable when I need to talk with her and is responsive to my concerns
95% of the parents feel that the their child's school makes it easy for parents to attend meetings by holding them at different times of the day or by providing an interpreter

Additional Parent Satisfaction Survey Information:
A need has been revealed to provide additional support to parents so that they are will become better equipped to assist their child with homework.

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 in the area of academic expectations from the school. However, the data also revealed that the school's lowest perceptions were in the level of respect that the students receive from the staff, as well as the level of respect that staff receives from the students. The data also revealed that there is a great need to improve communication with staff in regards to grading policies and procedures. The data also revealed the need for improvement in the areas of development and training for teachers.

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

PROGRAMS AND PROCESS DATA:
Upon completion of the School Systems Review which included input from our entire staff, the data indicated that Strand III, Professional Learning Culture, is our school's strength.

The School Systems Review also revealed that Strands I, II, and IV were areas in which we needed to improve. Strand I, Teaching for Learning, was our weakest area. This is a challenge since we are in the beginning stages of aligning our curriculum with the Common Core State Standards. In addition, we are developing common grade level assessments that will be used assist in informing our instruction. We recognize that quality instruction and assessment is a leading factor for student achievement.

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 Reading, Math, Social Studies, Science, and Behavior. In response to M-STEP, NWEA, and Referrals and Suspensions data analyzed during the needs assessment process, the identified areas were selected as a priority due to the high number of non-proficient students, as compared to state and national norms. The goals are as follows:

Reading Goal: By June 2017, there will be a 25% increase in reading proficiency levels of Ann Visger students K-5. As measured by local and state assessments, students will show measurable growth towards proficiency levels in reading (phonemic awareness, phonics, comprehension, accuracy, fluency, vocabulary).

Math Goal: By June 2017, there will be a 25% increase in mathematical proficiency levels of Ann Visger students K-5 as measured by local and state assessments. Students will show measurable progress towards proficiency levels using mathematical practices (adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations),
procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately) and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**Social Studies Goal:** By June 2017, there will be a 25% increase in social studies proficiency levels of Ann Visger students K-5 as measured by local and state assessments.

**Science Goal:** By June 2017, there will be a 25% increase in science proficiency levels of Ann Visger students K-5 as measured by local and state assessments.

**Behavior Goal:** By June 2017, there will be a 25% reduction in behavior referrals and suspensions as compared to 2015/2016 behavior data.

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 priority school.

All content areas have been included in the goals since our data analysis reflected needs in all content areas. 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 goals address the entire school population, as well as children who are disadvantaged, through the use of the Multi-Tiered Systems of Support (MTSS) and the Positive Behavior Intervention Support system (PBIS).

The MTSS and PBIS support systems use standard procedural approaches for establishing teaching and learning environments that are effective, efficient and relevant for all students. Both systems are designed to provide high-quality instruction and interventions to students who are experiencing academic and/or behavior difficulties.

The first step in the MTSS model begins with a universal screening of every student, using the Northwest Evaluation Association (NWEA). This assessment is conducted three times a year fall, winter, and spring. The NWEA’s rapid assessment results supply the educators with information to improve teaching and learning within days of the assessments completion.

The next step in the MTSS model includes placement for Tier I instruction, or Tier II or Tier III intervention.

- All students begin with Tier I instruction inside of the classroom. All educators are expected to provide levels of intervention to meet the learning needs of each student. It is also expected within this tier, a variety of research-based instructional strategies and support, along with documented progress monitoring on each student.

- Tier II placement is suggested if data shows a need to remediate specific skills or concept deficits, or to enrich the education of struggling students. 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.

- Tier III intervention is the most intense level of intervention on the continuum. Chronic non-responders to Tier I instruction and Tier II
intervention support are candidates for Tier III intervention. The small group or individualized structure and criteria of Tier III incorporates a fast pace with modeling, followed by very focused guided practice. It also includes ongoing positive corrective feedback, along with a variety of differentiated practice opportunities within the classroom structure.

*Also noted is the possibility that some students may have learning gaps so severe that the MTSS Support 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.

The Positive Behavior Intervention Support (PBIS) also promotes a multi-tier, data-based approach to its service delivery. This preventative behavioral instruction method is delivered to the entire school population and works to foster a positive school climate. Tier I includes educating the entire class on appropriate behaviors. Tier II activates behavioral interventions for students who do not respond to the primary instruction. This tier will include small group sessions with PBIS mentors to strengthen conflict resolutions skills and character education development. Tier III involves adding individualized behavior support plans for students who do not respond to primary or secondary prevention support.
Component 2: Schoolwide Reform Strategies

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

Reading
Goal: By June 2017, there will be a 25% increase in reading proficiency levels of Ann Visger students K-5. As measured by local and state assessments, students will show measurable growth towards proficiency levels in reading (phonemic awareness, phonics, comprehension, accuracy, fluency, vocabulary).

Strategies:
- Teachers will help all students reach proficiency by utilizing research and evidenced-based strategies and programs that provide explicit and systematic instruction in five components of reading. The components are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The programs and/or strategies we are using are as follows:
  - Daily 5 - Daily 5 is a framework in which students select from five authentic reading and writing choices, working independently toward personalized goals. The teacher will meet individual needs through whole-group and small-group instruction, as well as one-on-one conferring.
  - CAFE - CAFE is a system in which teachers use reading strategies to assess, instruct, and monitor student progress. It provides tools for constructing group and individual lessons that provide just-in-time instruction, ensuring that all students reach their potential.
  - Phonics First - Phonics First is a language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible program that employs Orton-Gillingham principles of instruction to reading.
  - Power Learning Time (PLT) - PLT is an extended time for daily direct and systematic interventions provided to students by classroom teachers, paraprofessionals, and other support staff.
  - Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.
  - Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Math
Goal: By June 2017, there will be a 25% increase in mathematical proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:
- Teachers will utilize strategies and programs that provide explicit and systematic instruction by implementing the five strands of mathematical proficiency. Those elements are: Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition. The programs we are using are:
  - Everyday Math - Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power. The Everyday Mathematics curriculum emphasizes:

Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.
Repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory.

Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.

Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.

Science

Goal: By June 2017, there will be a 15% increase in science proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:
- Teachers teach skills in a planned, logical, progressive sequence.
- Teachers engage students in hands-on activities and experiments to provide students with real-world application of science concepts.
- Teachers use assessments to monitor student learning and to make adjustments to instruction accordingly.

Students are provided opportunities to engage in inquiry-based learning; where students learn through exploration and research.

Curriculum Crafter

Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.

Social Studies

Goal: By June 2017, there will be a 15% increase in social studies proficiency levels of Ann Visger students K-5, as measured by local and state assessments.

Strategies:
- Teachers teach skills in a planned, logical, progressive sequence.
- Teachers engage students in project-based learning activities.
- Teachers use assessments to monitor student learning and to make adjustments to instruction accordingly.
- Students are provided opportunities to engage in inquiry-based learning; where students learn through exploration and research.

Curriculum Crafter - MC3 (College, Career, and Civic Life) framework is taught by teachers to promote awareness of cultural diversity and the importance of upholding American ideals such as the Core Democratic Values (Life, Liberty, Pursuit of Happiness, The Common Good, Equality, and Justice.
Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Art Integration - Used as a medium to tap into the Multiple Intelligences, teachers integrate art within the core content areas to deepen understanding of concepts, vocabulary, and text.

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. Teachers 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.

-Differentiated Instruction - 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.

In response to the findings of the needs assessment, Social and Emotional Learning, Technology Integration, Cross-Curricular Instruction, Differentiated Instruction, Everyday Mathematics, Daily 5/CAFE, and Positive Behavior Interventions & Supports (PBIS) were selected as school-wide reform strategies, best aligned to meet students' behavioral and academics needs.

Social and Emotional Learning - As evidenced by behavior data for the 2014-2015 school year, Ann Visger had a total of 306 suspensions. Suspensions, which result in a loss of instructional time, oftentimes has adverse effects on student performance. To mitigate the impact that suspensions has on student performance, we've taken a proactive approach to promoting positive behavior through the use of the PBIS program. According to Michigan Dept. of Education (2010), School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. PBIS places emphasis on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Technology Integration - The integration of technology is utilized by teachers to engage students in 21st century learning activities. Teachers use a variety of mediums such as interactive lessons, multimedia presentations, and Web resources in the delivery of instruction to meet the needs of our 21st century learners.

Cross-Curricular Instruction - Cross-curricular instruction is delivered by teachers to maximize coherence, relevance, and connections among content areas. Teachers work collaboratively across content areas to design and implement lessons that reinforce central themes, concepts, and lessons.

Differentiated Instruction - 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.

Everyday Mathematics - As evidenced by 2014-2015 M-STEP achievement data for 3rd, 4th, and 5th grade math, over 90% of our students were either partially or not proficient. To help increase proficiency levels in math, we've selected the Everyday Mathematics program to meet the needs of our students in the areas of Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition. The Everyday Mathematics program supports the learning of our students through the use of real-world, concrete examples; repeated exposure to mathematical concepts and skills; frequent practice of basic computation skills; and the use of multiple problem solving methods to accommodate the various learning styles of our students.

Daily 5/Cafe - As evidenced by 2014/2015 M-STEP achievement data for 3rd, 4th, and 5th grade reading, over 80% of our students were either partially or not proficient. To help increase proficiency levels in reading, we've selected Daily 5/CAFE to meet the needs of our students in the areas of Comprehension, Accuracy, Fluency, and Vocabulary.
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.

School wide plan involves strategies which are included within the Multi Tiered System of Support (MTSS). This multi-tiered, problem-solving approach provides both prevention and intervention services that address academic and behavior difficulties of all students at an increasing levels of intensity. Tier I instruction is provided to all students within the general education classroom, with their general education teacher. 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.
- 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 remediate 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)
* Progress Monitoring
* Data Dialogues
* Instructional Learning Cycles (ILCs)
## Component 3: Instruction by Highly Qualified Staff

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<tbody>
<tr>
<td>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?</td>
<td>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?</td>
<td>Yes</td>
<td>All Instructional paraprofessionals at the school meet or exceed the NCLB, State of Michigan, and North Central Accreditation requirements.</td>
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<tr>
<td>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?</td>
<td>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?</td>
<td>Yes</td>
<td>All teachers are certified in the subject area they are teaching in and meet NCLB, State of Michigan, and North Central Accreditation requirements.</td>
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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 is as follows: Ann Visger began with 25 teaching staff members. As the year progressed, there were 3 teachers who left Ann Visger Preparatory Academy, one retired, and two moved to new positions. We had three new hires during the school year. The percentage of staff leaving during the 2015-2016 school year is 12%. The percentage of teachers that were new hires is 12%. The percentage of teaching staff that has remained at Ann Visger for the entire school year is 88%.

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

Ann Visger has 25 teaching staff with various teaching experience.

0-9 years - 4 teachers - 16%
10-15 years - 4 teachers - 16%
16-20 years - 17 teachers - 68%

Ann Visger also has a total of 5 paraprofessionals:

0-9 years - 2 paraprofessionals - 40%
10 years or more - 3 paraprofessionals - 60%

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. Merit pay is also an incentive given to teachers based on student performance at the school level, and is funded through our School Improvement Grant. 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 School Reform Process 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. 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?

Ann Visger prides itself on all stakeholders working collectively to foster a warm, supportive and nurturing teaching environment. There has not been a high turnover rate of teachers at our school. All attempts are made at the school to train and retain highly qualified teachers. In order to sustain highly qualified teachers the Reform Redesign Plan and Unpacking Tool will be an ever changing document to address the changing needs of its stakeholders.
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 based on the comprehensive needs assessment process and the goals of the school improvement plan. The data used to identify professional learning was based on our achievement, process, perception, and demographic data. River Rouge School District provides multiple opportunities for professional growth at the local, state, and national level. Ann Visger's professional development will occur this year to support our goals in ELA, Math, Science and Social Studies, as well as our goal in Positive Behavior Support.

- We are committed to building teacher capacity for success, through a collaborative approach between teachers, the school principal, the instructional coaches, EMU Professors, and Pedagogical Solution. The instructional support team will engage in lesson studies across content areas to support, model, and progress monitor instruction at AV on a daily basis. This type of professional development will take place in the moment of teaching and learning. Teachers will work to formulate lessons that are taught, observed, discussed, and refined.

- Our teaching and support staff will spend several staff meetings learning how to implement school-wide behavior interventions (PBiS), Common Core standards, differentiated instruction, service new technology, and interpret data effectively.

- During planned professional developments, staff will receive ongoing training throughout the school year, in culturally responsive teaching, Integration of Art Across Curriculum, Daily 5 Café, and Everyday Math Instructional Framework. Staff surveys, observational data, and focus feedback based on the school's needs assessment have driven professional development needs for support around these areas.

- Teaching and support staff will spend numerous staff meetings receiving training on how to interpret data from M-Step scores, NWEA test results, and common assessment results. Classroom teachers will identify common achievement gaps, challenges and strengths among sub-groups, and identify cut-off scores. Additionally, teachers will determine whether or not a specific skill requires a small group intervention or a full class intervention.

- Additional needs that are being addressed through professional development are building positive relationships with students and parents, and supporting our English Language Learners. Continuous professional development time will be spent on promoting positive behavior of the students on a school-wide level, how to increase parent involvement and form parent partnerships, and how to make PBiS and Capturing Kid's Hearts a part of the everyday school culture. Moreover, our school is committed to extending our knowledge in supporting our English Language Learners through SIOP Training.

- Ongoing Multi-Tiered Systems of Support/Response to Intervention professional development sessions are also outlined in the Professional Development Calendar. This is necessary to support our efforts to create a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

- Teacher leaders specialized in subject areas/grade level are committed to helping beginning teachers find success and gratification in their new work. This will allow the new teachers to have job-embedded support. The teacher leaders will promote the growth and development of new teachers at Ann Visger.
Additionally, all staff will participate in Professional Learning Communities (PLC) sessions. This is a highly effective, research-based strategy to promote job-embedded learning. PLC sessions will examine curriculum and best practices for teaching it, create assessments, analyze assessment data and plan differentiation for meeting student needs based on the data. This will include the development of Instructional Learning Cycle (ILCs). Each session will last approximately one hour and occur at least three times a month. Collaboratively, teachers will have the opportunity to dig deeper in common areas that go beyond test data. Teachers will have the opportunity to analyze student work, projects, student surveys, day to day practices, and weekly lesson plans. They will have discussions on how to transfer best practices into the classrooms and improve the culture and climate of the school to promote student academic success. Participants will meet during common planning times and following the completion of the instructional school day. They will engage in inquiry, ongoing discussions, and generate targeted measurable goal. This will help to improve the culture, the climate, and student achievement.

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

Our Professional Development Plan at Ann Visger is on-going and sustained with district and building-level support. All staff will be expected to participate in our PD sessions during the school year. These sessions have been organized to support staff in implementing strategies and activities in our School Improvement Plan. The school will provide "sustained and on-going" PD by scaffolding support to individual staff members who will work to implement fully and with fidelity our Common Core Standards, utilize data to guide instruction and focus on teaching strategies for students. Team members who will support the facilitation of PD Sessions and ongoing, embedded PD include Academic Engagement Officer, Teacher Leaders, Instructional Coach, Intervention Coach, and Math Coaches. They 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 training with all staff members.

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<td>3. The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
<td>Ann Visger Preparatory staff created a Professional Learning Plan that is focused, and is based on the needs assessment data. The plan for the 15-16 school year has been uploaded. We are currently finalizing the plan for the 16-17 school year.</td>
<td>15-16 Ann Visger Professional Development Plan</td>
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Component 6: Strategies to Increase Parental Involvement

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

The schoolwide plan was designed during School Improvement meetings. All parents/guardians are invited to be a part of School Improvement efforts. Parents/guardians who attend are part of the planning process for the plan and sits on the parent advisory team. Data gathered from parents/guardians was used where appropriate while designing the plan.

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

Parents/families are key stakeholders in the implementation process. Subsequent to being involved in the design of the schoolwide plan, parents' roles in implementation include:

* The schoolwide plan is available to all parents/guardians through the district/school website. A hard copy is also held in the office for parents to access.
* The school principal discusses central information outlined in the School Improvement Plan during our Title I Parent Night Events.
* Parents/guardians are invited to volunteer, participate, and engage in a variety of activities, school events, trainings, 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.
* 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 PTA, Parent Advisory Council, and enrichment activities for students.

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

Parents/guardians are involved in the evaluation of the plan through attendance at the 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.

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<td>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)?</td>
<td>Yes</td>
<td>Ann Visger has a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).</td>
<td>AV Parent Involvement Plan 16-17</td>
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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
  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. M-Step University
  3. Math Title One Day/Night
  4. Science Title One Night
- Principals meetings in the Parent Resource Room
- Materials are sent home as needed for working with students at home
- 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 on effective parent engagement is 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 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 Elementary via phone, email, and notes. In addition to the PRR, 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.
- Parent resources in office and in the Parent Resource Room.
- Invitations to the Title One parent events and meetings.
- 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
- 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.
- A suggestion box is kept in the office.
- Yearly parent survey 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 Elementary

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 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 encouraged 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, 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 was developed with the participation of parent volunteers, school student leadership team, and staff. It is reviewed annually along with the Parent Involvement 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. As we developed the compact, the roles of the staff, students, and parents were considered and chosen to best suit the needs of the Ann Visger community.

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/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 school-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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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, written materials in Friday Folders, in person and phone conversations, fall and spring conferences.
* Parent Resource Room is available to as a resource for Ann Visger 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 is an elementary school with grades K-5. The preschool program is located at Walter White in River Rouge. Parents are invited to attend Ann Visger Preparatory Academy for family activities throughout the school year, as well as all school and district wide events (i.e., Cinco de Mayo, Fall Harvest Fest, Trunk or Treat, Turkey Give-Away, Coat, hat and glove giveaway). A visit to Walter White was planned by the Ann Visger kindergarten teachers. Walter White's director and preschool teachers helped develop transitional activities for the students and parents. Parents, students, and teachers worked together to provide the students with hands-on activities designed to make their transition from preschool to kindergarten flow smoothly. In the spring, Ann Visger kindergarten teachers invited the preschool parents and students to attend kindergarten Round-up workshops. In an effort to accommodate schedules, a morning and afternoon schedule will be offered. Hands-on activities are modeled and constructed by the students. Families were also invited to tour the building, visit the computer labs, and use the Smart Board. In an effort to connect with preschool aged children, an invitation was extended to the Walter White preschool families and staff to visit our school and experience our kindergarten classrooms in action. Additionally, the kindergarten staff participates in Walter White events such as: Car Show, Grandparents Day, Mom's Day, parent meetings, and the end of the year events.

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 skills. Kindergarten Common Core expectations such as, shapes, numbers, colors, counting, alphabet recognition, Smart Board activities, and computer activities were modeled by the kindergarten teachers. Parents were provided a variety of handouts, checklists for kindergarten readiness, websites, shapes, sight word lists, and Common Core expectations. The kindergarten teachers provided hands-on activities and strategies for working with the preschoolers at home over the summer to prepare them for kindergarten.

Ann Visger summer school is offered for preschool students that are entering kindergarten.

Ann Visger's parent liaison, Lamonte Stone, provided opportunities for parent and student involvement through a variety of family activities. Flyers were sent to Walter White families to include them in Ann Visger activities.
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?

Staff members participate in analyzing various computer based assessments. During common planning, teachers meet to share data results from classwork and assessments for use in making decisions for continuous improvement. Teachers participate in Instructional Learning Cycles (ILCs) where they work collaboratively to improve teaching and learning. During this process, teacher teams determine a focus for each ILC. They ILCs are guided by the teachers identifying a measurable object aligned to the state standards. During this time teachers continuously use data to inform instructional decisions, differentiate instruction and create common assessments. ILCs last between 2 weeks to 4 weeks.

The teachers also meet to discuss how the NWEA assessment data is utilize, and then determine which academic programs best meet the students' needs. Teachers have worked collectively to provide feedback after analyzing data to make modifications to instruction and assessments. Teachers use student data from NWEA, common assessments, classroom assessments, unit assessments, benchmark assessments, conferring notebook, and data binder to modify instruction and identify students who need intervention support. Based on assessments, teachers also develop small group instruction, organize essential standards, and create progress reports quarterly or whenever communication about academics with a parent is necessary.

The NWEA assessment is conducted in the fall, winter and spring of each year. Student data and information is shared with teachers and support staff who will work with students for one-on-one tutoring, in small groups, or during Power Learning Time.

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

Ann Visger Preparatory Academy is a Professional Learning Community (PLC). The teachers and support staff meet regularly to work collaboratively on improving teaching skills and student academic performance. To ensure academic student performance, teachers continuously analyze student data to make informed decisions. They participate in data walkabouts and data dialogues at staff meetings, vertical/horizontal planning meetings and grade level meetings. Individual student data files are maintained and utilized by each teacher for the purposes of setting goals and conferencing with them about their student data. Teachers also utilize 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 K-5 are responsible for completing Instructional Learning Cycles (ILC) in reading and math. Fourth and fifth grade teachers also incorporate Science and Social Studies ILCs. Data from NWEA scores are used to group students for Power Learning Time (PLT). PLTs consist of teachers and paraprofessionals working in small groups and one-on one to meet the need of all learners. Currently PLT teachers and paraprofessionals focus their teaching and tutoring on reading strategies. However, math, science and social studies will become incorporated so that all student needs are addressed.
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, formative assessments, Scholastic Guided Reading Benchmarks, and early Literacy Assessments assess.

Math and Reading for all grade levels K-5 is assessed through the MAP/NWEA assessment. Common/Formative assessments for grades K-5 are conducted for Math, Reading, Social Studies, and Science curriculum. The Scholastic Guided Reading Assessment is also conducted twice a year for grades 3-5, and three times a year for grades K-2.

Data from these assessments provide information to properly group students by their ability level, so that tier placement can be provided.

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, and genre specific writing prompts.

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, Everyday Mathematics Unit Assessments.

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

SOCIAL STUDIES: Students at Ann Visger are identified for additional Social Studies support when they do not perform proficiently on Unit Assessments and grade specific writing prompts.

Kindergarten classes are given Early Literacy Assessments that include the following:
* Test of Letter Writing (Monthly)
* Letter Identification (Monthly)
* Letter Sounds (Monthly)
* Running Record (Monthly)
* Numbers (Monthly)
* Shapes (Monthly)
* MAP/NWEA (3x a year)

First & Second grade classes are given Early Literacy Assessments that include the following:
* Test of Letter Writing (Monthly)
* Letter Identification (Monthly)
* Letter Sounds (Monthly)
Third through Fifth grade students use the following assessments to identify students who meet the criteria for tiered instruction:

* MAP/NWEA (3x a year)
* Scholastic Benchmark Assessment (2x a year)
* Common Formative Assessments (Quarterly)

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?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through Response to Intervention (RTI) and Power Learning Time (PLT).

Response to Intervention (RTI) is a multi-tiered, problem-solving approach providing services, both prevention and intervention, that address academic and behavior difficulties of all students at increasing levels of intensity. Tier I instruction is provided to all students within the general education classroom, with their general education teacher. 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.
- 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.

Ann Visger's Power Learning Time (PLT) focuses on first through fifth grade learners by grouping students based on results from the MAP/NWEA and Scholastic Guided Reading Assessment. The sessions take place for fifty minutes each day of the week and targets reading support. During Power Learning Time, the needs of all students involved will be addressed through differentiated intervention. At Ann Visger we are leveraging expanded time to strengthen instruction and empower teachers.

We will utilize all available staff members during PLTs including; paraprofessionals, classroom teachers, special education teachers, and other support staff. Students performing at the lowest levels are assigned to certified, trained teachers. The paraprofessionals are assigned to support students that are performing at or above grade levels to continue their progress in reading. The PLT team will divide the students into various skill level groups.

Tier II of the PBIS Program offers mentors to students who need the extra guidance with behavioral and/or academic support. Mentors meet with their students weekly. They have the option to meet before, during or after school. There is also a Tier II Check In/Check Out process. Each student is assigned to a Check In/Check Out person that they see each morning, and at the end of the day. The process is used to:

- Improves student accountability;
- Increases structure;
- Improves student behavior and academics when other interventions have failed.

Provides feedback and adult support on a daily basis, Improves and establishes daily home/school communication and collaboration, Improves student organization, motivation, incentive, and reward, Helps students to self monitor and correct, Internalizes success and
accomplishment of goals. Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention. Leads to maintenance free responsible behaviors, habits, and effort.

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.

Extended Day provides increased learning time through Power Learning Time (PLT), and Instructional Learning Cycles, which are done during the school day. Professional Learning Time (PLC), and Staff meetings are generally held after school hours.

English Language Arts/Reading/Writing:
Once students are identified, the following interventions are available: Phonic First (K-2), Heidi Songs, MTSS, Power Learning Time, Bilingual Support (K-5), para-professional support/tutors (K-5), Quality Instruction Coach and Intervention Coach support. General education teachers create intervention plans and utilize para-professional support in implementing the plan. RAZ kids and ELL computer programs like English in a Flash, Reading A-Z, Daily 5 Café, BrainPop, Accelerated Reading 360, Lexia Compass Learning, Writing A-Z, Read Naturally, Flocabulary are used in addition to support non-proficient students in the ELA content area. Beyond the Bell Afterschool Club (tutoring taught by certified teachers) is offered before or after school for identified students.

Math: Once students are identified, the following interventions are available: Bilingual Support, para-professional support/tutor, Math Facts In a Flash, Compass Learning, BrainPop, Flocabulary, Pedagogical Solution, Quality Instruction Coach, Before/After School Support, Intervention Coach, Everyday Mathematics Manipulative, General Education teachers, Power Learning Time Support, MTSS

Science: Quality Instruction Coach, Bilingual Support, and Intervention Coach support. General education teachers create intervention plans and utilize para-professional support in implementing the plan. Learning A-Z Science, Compass Learning, Hands On Science Kits, Picture Perfect Science, BrainPop, Before/After School Support, 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, Bilingual Support, and Intervention Coach support. General education teachers create intervention plans and utilize para-professional support in implementing the plan. (MC3, BrainPop, Accelerated Reader 360, Before/After School Support, Learning Reading/Writing A-Z, Compass Learning, and RAZ Reader are all additional supports used. Additionally, there is a leveled literacy library with non-fiction text to support the Social Studies curriculum.

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

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

The individual needs of Ann Visger students are being met through various programs. As a part of the Tier I process systematic observations are completed to ensure that the teachers are differentiating instruction.
from state and district benchmark assessments and from daily classroom formative assessments is weekly brought to PLCs and is used to daily plan student groups. This allows teachers to collaboratively base planning and teaching on current student needs. Teachers adjust instruction and move students in and 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 of 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.

ELA
Teachers differentiate instruction by the use of the following resources: Scholastic guided leveled reading and strategy resources, Making Words, Raz Kids (Computer Program), Intervention Coach, Compass Learning (Computer Program), Flocabulary, Read Naturally, literacy, and para-professional support.

MATH
Teachers differentiate instruction by the use of the following resources: Everyday Mathematics, Compass Learning, Intervention Coach, and Math Versatiles.

SCIENCE
Teachers differentiate instruction by integrating leveled reading materials into their classroom instruction from our leveled literacy library.

SOCIAL STUDIES
Teachers differentiate instruction by integrating leveled reading materials into their classroom instruction from our leveled literacy library.
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.

School-wide GENERAL FUNDS are used to fund the following:
Teacher salaries and benefits for Highly Qualified Teachers
Everyday Math
Parent Engagement resources
Teachers and Office Supplies and Materials
General Operations and Maintenance of Building
Professional Development to support Professional Learning Communities (PLC) efforts and to meet school goals expectations
Teacher Recruitment
Supplemental Support Staff with secretarial, custodial, transportation (busing program)
Capital Outlay (building equipment and furniture and large scale maintenance)

TITLE I Part A (school and district) are used to fund the following:
Academic Support Paraprofessionals (small group instruction support, Extended Day and Year Learning)
Paraprofessional salaries and benefits
Pedagogical Solutions
Coaching and Training
Professional Development
Supplies and Materials identified in the School Improvement Plans Comprehensive Needs Assessment which supports (PLC time for teacher collaboration and planning, differentiated instruction, Raz Kids, Read Naturally, Orton GillinghamRenaissance Learning, Reading and Math Manipulative)
Extended Day and Extended Year Learning
After school tutoring with a focus on strengthening math and reading skills
Highly qualified paraprofessionals which assist teachers with providing differentiated instruction support services to eligible learners
Extended day reading support classes are implemented four days per week for 1 hour for targeted Tier II students
Extended year tutoring is offered to targeted students during summer school
Title I Teachers are funded to provide differentiated instruction to targeted students in the area of math and reading
Academic Interventionist Teacher
NWEA/MAP Testing

TITLE II Part A: (Federal) funds are used to provide district and school level professional development related to topics that will meet the goals, objectives, strategies and activities aligned within the School Improvement Plan.
Professional Development to support Professional Learning Communities (PLC) efforts and to meet school goals expectations
Extended Day (Kindergarten Teachers)
Summer School Security
Summer School PBS Specialist
Summer School Paraprofessionals
Summer School Supplies and Materials
TITLE III funds: are used to provide small group instruction for bilingual students

TITLE 31a funds: are used to support the following Multi-Tiered Systems of Supports and Response to Interventions initiatives:
- Power Learning Time Support for K-5
- Paraprofessional salaries and benefits
- School Nurse
- At-Risk Social Worker Support Services
- Contracted Psychologist
- Contracted Speech
- RTI Coach
- Purchase Service Supplies

School Improvement Grant (SiG) funds are used for the following:
- Supplies and Materials identified in the School Improvement Plans Comprehensive Needs Assessment which supports (PLC time for teacher collaboration and planning, differentiated instruction, Raz Kids, Renaissance Learning, Reading and Math Manipulative)
- Professional Development to support Professional Learning Communities (PLC) efforts and to meet school goals expectations
- Social and Emotional Character Building
- Impulse Control and Problem Solving Support Services
- Anger Management Supports
- Flocabulary
- Odyssey Learning
- Learning AZ Reading
- Learning AZ Writing
- Learning AZ Science
- Making Words- Daily 5/Cafe
- Everyday Mathematics Supplemental
- Chromebooks
- Smartboards
- Book Studies

Private Organizations and Community donations are used to fund school efforts.

Federal: General Fund
- Support all components related to teaching and learning

Federal: School Improvement Grant funds are used to support focused school improvement efforts.
- Learning Reading AZ
- Learning Science AZ
Below is a description of how our school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Federal: Individuals with Disabilities Act (IDEA) funds are used to provide supplemental supports to students with disabilities.
- School Social Worker (SSW)
- School Psychologist
- Teacher of Speech Language Impairment (TSLI)
- Special Education Resource Teacher

State: Title I, Part A - Improving Basic Programs funds are used to support children from low-income families for the purpose of ensuring that all children have the opportunity to meet challenging State academic standards.
- Raz Kids online guided reading program
- Math Facts in a Flash
- Accelerated Reading

State: Title II, Part A - Teacher and Principal Training funds are used to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

District and Local Professional Development

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.

1. COMPREHENSIVE NEEDS ASSESSMENT
Funding Sources: General Funds and Title I, Part A
Programs: School Improvement Planning Team

2. SCHOOLWIDE REFORM STRATEGIES
Funding Sources: 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, Title 31 (a), SIG
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 III, Title 31 (a)

5. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT:
Funding Sources: General Fund, Title I Part A, Title II, SIG
Programs: Ongoing and sustained professional development on topics related to goals, objectives, strategies, and activities aligned with the schoolwide plan Unpacking Tool for Priority Schools.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:
Funding Sources: General Fund, Title I Part A, River Rouge PTO, SIG
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, Meet and Greet with the Superintendent, Parent Classroom Visit opportunities, Volunteerism Opportunities, Title I School Programs and Activities, Learning activities for home

7. PRESCHOOL TRANSITION STRATEGIES:
Ann Visger Preparatory Academy offers Pre-school transition activities for incoming kindergartners
Funding Sources General Fund, District Title I, Title I
Programs: Transition Fair, parent and staff training, school visits, transition

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS:
Funding Sources: General Fund, Title I Part A, Title II, SIG
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), SIG
Programs: Instructional paraprofessionals, Title I Intervention teachers, At Risk Intervention Coach, Extended day, School wide PBIS, Multi-Tiered Systems of Supports, Power Learning Time, Small Group Instruction, ELL bilingual support, Flocabulary, Brainpop, IXL Math, Learning AZ Reading, Learning AZ Writing, Learning AZ Science, Data Dialogue 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:
Funding Sources: General Fund, Title I Part A, Title II, Title III, Section 31(a), SIG Funds
Programs: Administration of funds to appropriate programs and material initiatives

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.
Ann Visger Preparatory has a number of federal, state and local programs and services that are coordinated and integrated into our school to support eligible targeted students. Targeted students are provided one-on-one tutoring supports for the purpose of closing the achievement gap. Support services are offered by Wayne RESA with a focus related to Curriculum Development, Data analysis, Common Formative Assessments, and Everyday Mathematics. The Walter White Guidance Center, Oakwood Health, and Community Health provides Mental Health Services for families in needs. Community Organizations such as the United Way, Gleaners, City of River Rouge, Marathon Corporation, Michigan Works, Walter White Head Start, DTE, PE-Nut/Heart Foundation, and Goodfellows provides Ann Visger families with food, clothing, nutrition programs, head start, utility assistance, job search access and housing needs.
Evaluation:

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

The School Improvement Team (staff, parents, and students) evaluates, at least annually, the implementation of the school wide program by analyzing student achievement data, reviewing of perception, conducting focus groups, collecting and analyzing school demographic data, and by accessing the quality of programs and resources used throughout the year.

Student achievement data (MISTEP and NWEA assessment data) will be used to review and identify student progress toward closing the achievement growth in mathematics and reading:
- Instructional Coaching
- Online Educational Programs
- Learning Specialist
- Academic Engagement Officer
- Instructional Teachers

School process data will be reviewed, monitored, and evaluated for effectiveness of each school activity, program or initiative.
- Multi-Tiered System of Supports (MTSS)
- Positive Behavior Intervention Support (PBIS)
- Power Learning Time
- Professional Learning Communities (PLC)

Staff, students, and parents perception data will be collected and used to evaluate effectiveness of the following:
- Instructional Coaching
- Online Educational Programs
- Learning Specialist
- Academic Engagement Officer
- Instructional Teachers
- School climate and culture

Demographic data will be collected and disaggregated by the district's data coach, and will be used to make culturally responsive decisions that best meets the needs of our student subgroups:
- English Language Arts
- Ethnicity
- Gender

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 and district assessment to determine the success of its students’ academic success. Upon reviewing...
the data, students who are not meeting the state and district proficiency will be offered Tier I differentiated instructional supports. Students not responding to Tier I supports will be considered for MTSS Tier II support services. Students identified for Tier II support services will be monitored every 6 to 8 weeks to measure response to instructional supports. Those students who meet goals expectations by showing achievement growth will be assigned Tier I supports. Those students not showing progress will continue to receive Tier II supports for an additional 6-9 week. For students not responding to Tier II supports after 2 consecutive Tier II sessions will be considered for Tier III supports. Students who do not respond Tier III support will be recommended for a child study review.

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 improvement planning team which includes all stakeholders (parents, staff, and students) will determine whether the school wide programs have been effective by collecting, reviewing and analyzing school data. Those programs, activities, or initiatives not meeting the school goals and objectives may be adjusted to meet the needs of students or will be eliminated.

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 meets biweekly to review the data collected and provided by the data coach regarding all identified initiatives targeted for improvement and 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 accordingly. 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.