

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: River Rouge School District

ISD/RESA: Wayne RESA

School Name: Ann Visger K-5 Preparatory Academy

Grades Served: PK,K,1,2,3,4,5

Principal: Ms. Tammy Hubbard

Building Code: 00105

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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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. 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 Information

School:	<b>Ann Visger K-5 Preparatory Academy</b>
District:	<b>River Rouge School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5</b>
School Code Number:	<b>00105</b>
City:	<b>RIVER ROUGE</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

Ann Visger Pre-K-5 Preparatory Academy's vision is to be a high achieving learning community that exceeds the expectations of all stakeholders. Our school campus will be aesthetically appealing, clean and safe.

## **Mission Statement**

We are committed to quality education in partnership with parents and community using strategies and technology enabling children to succeed in a changing global environment.

## **Beliefs Statement**

The Ann Visger staff believes that all children in a caring, protective, and nurturing environment will succeed.

# Goals

Name	Development Status	Progress Status
ELA Goals	Complete	Open
Math Goal	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

## Goal 1: ELA Goals

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient readers and writers.

**Gap Statement:** For the 2010 MEAP Reading in grade 3 53% of all students met proficiency, in grade 4 58% of all students met proficiency, and in grade 5 54% of all students met proficiency. This is below the AYP target of 76-78%.

Economically disadvantaged students in grades 3-5 were 54.9% proficient.

Special Ed. students in grades 3-5 were 23.5% proficient.

**Cause for Gap:** Although our curriculum was aligned to the state GLCE's, individual teachers used different resources as curriculum. Therefore, we are going to implement a new reading program this fall. Teachers will receive PD, and be held accountable for using the new program. According to the MEAP item analysis, students are having difficulty in the areas of comprehension, compare and contrast, and retelling questions.

Inclusion was also not consistent because there is not enough special ed staff. We have 2 teachers for 6 grades, and one parapro who assigned to 1 special ed student, so we are asking for a Special Ed Coach, and an additional Special Ed. teacher, so that inclusion can be completely implemented.

Many of our students were not in attendance for more than 10 days. A new attendance program is being implemented.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MLPP, MEAP data, classroom observations and assessments, student progress reports and report cards; KTEA special education and Class A. Students' progress reports and report cards; Woodcock Johnson testing (annually) for special education students, and attendance records.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Teachers will choose focus GLCE's, and create formative assessments to test students understanding, before and after instruction.

All students will be proficient on ELA formative testing, summative testing, unit, quarterly and standardized testing, student progress reports, student report cards, Woodcock Johnson testing annually for special education students, MLPP, MEAP and observation assessments, unit test, teacher created assessments, and oral assessments.

**Contact Name:** Joseph Emery

**List of Objectives:**

Name	Objective
Reading Objective	All students will be proficient readers and writers according to grade level benchmarks by 2014. Reading proficiency will increase yearly. Measurable Objective Statement to support Goal: Our students will increase total ELA scores as follows: 3rd Grade 53% to 82% 4th Grade 58% to 82% 5th Grade 54% to 82%

## 1.1. Objective: Reading Objective

**Measurable Objective Statement to Support Goal:** All students will be proficient readers and writers according to grade level benchmarks by 2014. Reading proficiency will increase yearly.

Measurable Objective Statement to support Goal: Our students will increase total ELA scores as follows:

- 3rd Grade 53% to 82%
- 4th Grade 58% to 82%
- 5th Grade 54% to 82%

**List of Strategies:**

Name	Strategy
Data Coach	Teachers have developed pre and post tests for assessment. The data coach will work with teachers to analyze data in order to align curriculum, address deficiencies, and implement strategies to drive instruction.
ELA Support	An Academic Interventionist and two Reading Interventionists will work with small groups or individuals who need additional support in reading achievement. An ELA coach will coach teachers on effective instruction.
Reading Strategies Compare/Contrast and Main Idea	Teaching Staff will teach students to compare and contrast relationships among characters, events, and key ideas within and across text to create a deeper understanding through the use of Thinking Maps and Project Based Learning. Teachers will also teach students to identify and describe characters thoughts and motivations, story level themes, main idea, and the moral-lesson to create a deeper understanding through the use of Thinking Maps and Project Based Learning. Activities that involve parents in the classroom will be arranged with teachers and Parent Community Coordinator.
Reduce class size in K and 1st grade	An additional Kindergarten and First Grade teacher will be put in place to reduce current large class sizes.

Special Education Support	An additional Special Education teacher will allow the implementation of the inclusion model required by the state.
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### 1.1.1. Strategy: Data Coach

**Strategy Statement:** Teachers have developed pre and post tests for assessment. The data coach will work with teachers to analyze data in order to align curriculum, address deficiencies, and implement strategies to drive instruction.

**Selected Target Areas**

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**Other Required Information for Strategy**

Best practice is to use data to inform teachers.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Coach	2011-09-01	2012-06-21	Administration

#### 1.1.1.1. Activity: Data Coach

**Activity Description:** The Data Coach will work with teachers to analyze data.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data Coach	Other	0.00	

## 1.1.2. Strategy: ELA Support

**Strategy Statement:** An Academic Interventionist and two Reading Interventionists will work with small groups or individuals who need additional support in reading achievement. An ELA coach will coach teachers on effective instruction.

### Selected Target Areas

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### Other Required Information for Strategy

Research Special Ed 1989, Lessen, Elliot et al. A survey of ten years of academic intervention with learning disabled students.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic Interventionist	2011-09-01	2012-06-21	Administration
ELA Coach	2011-08-30	2012-06-15	Administration.
Kindergarten Paraprofessional Assistance	2011-09-01	2012-06-21	Administration
Reading Interventionists	2011-09-01	2012-06-21	Administration

### 1.1.2.1. Activity: Academic Interventionist

**Activity Description:** The Academic Interventionist will be a certified teacher. This teacher will work with individual students and small groups of students to further develop their reading skills.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Academic Interventionist	Title I Part A	100,000.00	

**1.1.2.2. Activity: ELA Coach**

**Activity Description:** ELA coach will coach teachers in methods of effective instruction.

**Planned staff responsible for implementing activity:** Administration.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-15

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA Coach	Other	0.00	

**1.1.2.3. Activity: Kindergarten Paraprofessional Assistance**

**Activity Description:** Paraprofessionals, under the direction of a certified teacher, will work with small groups of students on improving reading skills.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional Assistance	Title I Part A	60,000.00	

**1.1.2.4. Activity: Reading Interventionists**

**Activity Description:** The two reading interventionists will be certified teachers. These teachers will work with individual students and small groups of students to further develop their reading skills.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading Interventionists	Title I Part A	200,000.00	

### 1.1.3. Strategy: Reading Strategies Compare/Contrast and Main Idea

**Strategy Statement:** Teaching Staff will teach students to compare and contrast relationships among characters, events, and key ideas within and across text to create a deeper understanding through the use of Thinking Maps and Project Based Learning.

Teachers will also teach students to identify and describe characters thoughts and motivations, story level themes, main idea, and the moral-lesson to create a deeper understanding through the use of Thinking Maps and Project Based Learning.

Activities that involve parents in the classroom will be arranged with teachers and Parent Community Coordinator.

**Selected Target Areas**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

**Other Required Information for Strategy**

Classroom Instruction That Works, Robert Marzano, et al. Use of Concept Maps, Ruiz-Primo and Shaveson. Center for Research in Educational Policy(1999), students using the Co-nect program, which emphasizes project-based learning and technology.

Andrew J. Houtenvill and Karen Smith Conway. Parental Effort, School Resources, and Student Achievement. J. Hieman Resources, XLIII(2):437-453

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parent Support	2011-09-01	2012-06-21	Administration, parents and teachers.
Project Based Learning	2011-09-01	2012-06-21	Administration and teachers
Thinking Maps	2010-09-07	2011-06-16	Administration and Teaching Staff
Thinking Maps Reading Program	2011-09-01	2012-07-01	Administration and teaching staff.

**1.1.3.1. Activity: Parent Support**

**Activity Description:** A parent will be responsible for informing parents of school activities, managing Read a Book, Get a Book, running a parent resource room and be part of a truancy reduction team. The parent will receive an hourly wage, and books will need to be purchased for the Read a Book Get a Book program.

**Planned staff responsible for implementing activity:** Administration, parents and teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Family Community Outreach Facilitator	Title I School Improvement (ISI)	25,000.00	
Parent Facilitator	Title I School Improvement (ISI)	15,000.00	
Read a Book, Get a Book	Title I Part A	35,000.00	

**1.1.3.2. Activity: Project Based Learning**

**Activity Description:** Teachers will receive professional development to learn how to use projects to provide opportunities for students to gain a deeper understanding of content and utilize higher order thinking skills.

**Planned staff responsible for implementing activity:** Administration and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title I Part A	12,000.00	

**1.1.3.3. Activity: Thinking Maps**

**Activity Description:** Thinking Maps Training and Implementation

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:** Principal, Curriculum Director, Teaching Staff.

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I Part A	20,000.00	0.00

**1.1.3.4. Activity: Thinking Maps Reading Program**

**Activity Description:** Teaching staff will apply Thinking Maps Reading program to enhance the current Reading series in order to develop comprehension strategies. The Thinking Maps Reading program will need to be purchased for the 2011-2012 school year.

**Planned staff responsible for implementing activity:** Administration and teaching staff.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-07-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps Reading Program	General Funds	20,000.00	

### 1.1.4. Strategy: Reduce class size in K and 1st grade

**Strategy Statement:** An additional Kindergarten and First Grade teacher will be put in place to reduce current large class sizes.

**Selected Target Areas**

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**Other Required Information for Strategy**

"The biggest and most credible of them, a statewide study begun in Tennessee in the late 1970s, has even found that the learning gains students make in classes of 13 to 17 students persist long after the students move back into average-size classes. What's more, the Tennessee researchers found, poor and African-American students appeared to reap the greatest learning gains in smaller classes. After kindergarten, the gains black students made in smaller classes were typically twice as large as those for whites." Education Week September 2004.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Additional K and 1st Grade Teacher	2011-09-01	2014-06-21	Administration

#### 1.1.4.1. Activity: Additional K and 1st Grade Teacher

**Activity Description:** An additional Kindergarten and First Grade Classroom Teacher will be put into place to reduce class sizes and increase student achievement.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2014-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Additional K and 1st Grade Teacher	Title I Part A	200,000.00	

### 1.1.5. Strategy: Special Education Support

**Strategy Statement:** An additional Special Education teacher will allow the implementation of the inclusion model required by the state.

**Selected Target Areas**

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**Other Required Information for Strategy**

Affleck, Madge, Adams, Lowenbrau. "Integrated Classroom versus Resource Model: Academic Viability and Effectiveness. Exceptional Children (1988)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Special Education Coach	2011-09-01	2012-06-21	Administration
Special Education Teacher	2011-09-01	2012-06-21	Administration

#### 1.1.5.1. Activity: Special Education Coach

**Activity Description:** A Special Education coach would teach them how to teach in an inclusion setting.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Special Education Coach	Other	0.00	

#### 1.1.5.2. Activity: Special Education Teacher

**Activity Description:** An additional special ed teacher is needed to accomodate the inclusion requirements from the state

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Special Education Teacher	Special Education	100,000.00	

## Goal 2: Math Goal

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Mathematics.

**Gap Statement:** For the 2010 MEAP Math in grade 3 75% of students met proficiency, grade 4 74% met proficiency, and grade 5 45% met proficiency. Special Ed. students in grades 3-5 58.8% met proficiency. Economically disadvantaged students 62.9% met proficiency.

**Cause for Gap:** Teachers have been trained to use manipulatives, but not all teachers are using them consistently. Formative assessments have just been recently put in place, but there are differences in their administration and formative use.

Change in teaching and principal positions.

Poor student attendance.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Zangle report, MEAP data, report cards, progress reports, monthly assessment results and Woodcock Johnson annual testing for students receiving special education services.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The criteria for success will be determined if students meet the percentage of proficiency level on the MEAP. To monitor progress, teachers will review the individual progress students are making using formative, summative, unit, quarterly and standardized test results.

**Contact Name:** Joseph Emery

**List of Objectives:**

Name	Objective
Math Objective	The current data for students grades 3 through 5 are as follows: 2009 MEAP Math DATA: Grade 3 80% Grade 4 76% Grade 5 55% Grade 3 will increase proficiency level by 3 percentage points: from 80% to 83%(2010) Grade 4 will increase proficiency level by 10 percentage points:from 76% to 86% (2010) Grade 5 will increase proficiency level by 12 percentage points: from 55% to67% (2010)

## 2.1. Objective: Math Objective

**Measurable Objective Statement to Support Goal:** The current data for students grades 3 through 5 are as follows:

2009 MEAP Math DATA:

Grade 3 80%

Grade 4 76%

Grade 5 55%

Grade 3 will increase proficiency level by 3 percentage points: from 80% to 83%(2010)

Grade 4 will increase proficiency level by 10 percentage points:from 76% to 86% (2010)

Grade 5 will increase proficiency level by 12 percentage points: from 55% to67% (2010)

**List of Strategies:**

Name	Strategy
Everyday Math	All instructional staff will continue using Everyday Math with a focus on differentiating instruction.
Geometry	Teachers in grades 3-5 will implement the hands on materials and strategies learned in PM3 to increase student achievement in Geometry.
Positive Behavior Program	Behavior intervention coach will work with students and parents when behavior does not support academic achievement. Student's behavior is hindering his/her academic ability. Strategy: student is required to meet with the behavior intervention coach to establish positive alternative behaviors that will give the student possible alternatives that will result in positive outcomes for the student. Behavior intervention coach reviews alternatives with student and parent to ensure that positive outcomes are encouraged of the student in school and at home.
Thinking Maps	Students will organize their mathematical thought processes using Thinking Maps.

### 2.1.1. Strategy: Everyday Math

**Strategy Statement:** All instructional staff will continue using Everyday Math with a focus on differentiating instruction.

**Selected Target Areas**

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**Other Required Information for Strategy**

Effects of Standards-based mathematics education. Huntley, M.A., Rasmussen, C.L., Villarubi, R.S., Sangton, J., & Fey, J.T. (2000)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction in Math	2011-07-01	2012-06-01	Math Coach, Administration, and Teaching Staff.
Math Coach	2011-09-01	2012-06-21	Administration
Math Manipulatives	2011-05-01	2012-06-01	Math Coach, Administration, and Teaching Staff.

**2.1.1.1. Activity: Differentiated Instruction in Math**

**Activity Type:** Professional Development

**Activity Description:** Teachers will be coached in using the differentiated instruction components from the Everyday Math series. Teachers will also use the Everyday Math consumables in teaching math objectives. Document cameras, Smartboards, Laptops, printers, and desktop computers will be used. Additional Smartboards, printers and computers will need to be purchased. Equipment to maintain technology will need to be purchased ie; lightbulbs, ink cartridges, batteries.

**Planned staff responsible for implementing activity:** Math Coach, Administration, and Teaching Staff.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Consumables	Title I Part A		

**2.1.1.2. Activity: Math Coach**

**Activity Description:** The Math Coach will teach and support the teachers in implementing Everyday math and the Differentiated Instruction component.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Coach	Other	0.00	

**2.1.1.3. Activity: Math Manipulatives**

**Activity Description:** Teachers will be coached in the process of using math manipulatives with the Everyday Math series to improve instruction of fractions, math facts and place value.

**Planned staff responsible for implementing activity:** Math Coach, Administration, and Teaching Staff.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-05-01, End Date - 2012-06-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grade level meetings	Other	0.00	

## 2.1.2. Strategy: Geometry

**Strategy Statement:** Teachers in grades 3-5 will implement the hands on materials and strategies learned in PM3 to increase student achievement in Geometry.

**Selected Target Areas**

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**Other Required Information for Strategy**

Effects of Standards-based mathematics education. Huntley, M.A., Rasmussen, C.L., Villarubi, R.S., Sangton, J., & Fey, J.T. (2000)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Hands on Materials	2011-09-01	2012-06-21	Classroom teachers, Math Coach, Administration.

### 2.1.2.1. Activity: Hands on Materials

**Activity Description:** The teachers will use the geometry math manipulatives they received training on during their PM3 training. Higher level thinking strategies learned will also be practiced in the classroom.

**Planned staff responsible for implementing activity:** Classroom teachers, Math Coach, Administration.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

## 2.1.3. Strategy: Positive Behavior Program

**Strategy Statement:** Behavior intervention coach will work with students and parents when behavior does not support academic achievement. Student's behavior is hindering his/her academic ability. Strategy: student is required to meet with the behavior intervention coach to establish positive alternative behaviors that will give the student possible alternatives that will result in positive outcomes for the student. Behavior intervention coach reviews alternatives with student and parent to ensure that positive outcomes are encouraged of the student in school and at home.

**Selected Target Areas**

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**Other Required Information for Strategy**

Gottfredson, D.C. (1997). School-based crime prevention. In L.Sherman, D. Gottfredson, D. Mackenzie, J. Eck, P. Reuter, & S. Bushway (Eds.), Preventing crime: What works, what doesn't, what's promising (pp. 5-1 to 5-74). College Park, MD:Department of Criminology and Criminal Justice

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Positive Behavior Awards	2011-09-06	2012-06-15	Ann Visger Staff
Positive Behavior Interventionist	2011-08-22	2012-06-15	Administration

**2.1.3.1. Activity: Positive Behavior Awards**

**Activity Description:** Students will receive weekly and monthly incentives for positive behavior. Behavior incentives will need to be purchased.

**Planned staff responsible for implementing activity:** Ann Visger Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Interventionist	Title I School Improvement (ISI)	35,000.00	
Positive Behavior Rewards	Title I School Improvement (ISI)	2,000.00	

### 2.1.3.2. Activity: Positive Behavior Interventionist

**Activity Description:** Behavior intervention coach will work with students and parents when behavior does not support academic achievement. Behavior intervention coach reviews alternatives with student and parent to ensure that positive outcomes are encouraged of the student in school and at home.

**Planned staff responsible for implementing activity:** Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.4. Strategy: Thinking Maps

**Strategy Statement:** Students will organize their mathematical thought processes using Thinking Maps.

**Selected Target Areas**

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**Other Required Information for Strategy**

Center for Research in Educational Policy(1999)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Thinking Maps	2011-09-01	2012-06-21	Teachers, Math Coach, Administration.

#### 2.1.4.1. Activity: Thinking Maps

**Activity Description:** Teachers will use Thinking Maps for organizing mathematical thought processes.

**Planned staff responsible for implementing activity:** Teachers, Math Coach, Administration.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I Part A	0.00	

### Goal 3: Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient learners according to the Grade Level Content Expectations by 2014, 6%.

**Gap Statement:** Statement of gap in student achievement (Need Statement): Upon further examination of data from our Ed Yes Report we found that additional work was needed in this goal area to ensure that this goal was met. The data used to determine our strategies was MEAP, teacher surveys, and classroom observations.

- Curriculum Alignment
- Lack of consistent teacher placement
- Outdated text grades 1-5
- Inventory district-wide materials

**Cause for Gap:** -Curriculum Alignment

- Lack of consistent teacher placement
- Outdated text grades 1-5
- Inventory district-wide materials
- Lack of attendance.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The criteria for success will be determined if students meet the percentage of proficiency level. To monitor progress, teachers will review the individual progress students are making using formative, summative, unit, quarterly and standardized test results.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Grade Level Outcomes, MEAP scores, Formative, Summative, Unit, and Quarterly Grade Level Assessments

**Contact Name:** Joseph Emery

**List of Objectives:**

Name	Objective
Science	All students will be proficient learners according to Grade Level Content Expectations by 2014, yearly progress 6%.

### 3.1. Objective: Science

**Measurable Objective Statement to Support Goal:** All students will be proficient learners according to Grade Level Content Expectations by 2014, yearly progress 6%.

**List of Strategies:**

Name	Strategy
Science	Using hands on experiences and teacher driven lessons derived from grade level GLCE's, students will be exposed to scientific vocabulary and processes.

#### 3.1.1. Strategy: Science

**Strategy Statement:** Using hands on experiences and teacher driven lessons derived from grade level GLCE's, students will be exposed to scientific vocabulary and processes.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

**Other Required Information for Strategy**

AIMS

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Align Science Curriculum to GLCE's	2011-09-01	2012-06-21	Administration and Teaching Staff
Portable Affordable Simple Science	2011-09-01	2012-06-21	Administration and Teaching Staff
Science Field Trips	2011-09-01	2012-06-21	Administration and Teaching Staff
Science Fair	2012-04-01	2012-04-30	Administration and Teaching Staff
Thinking Maps	2011-09-01	2012-06-21	Administration and Teaching Staff

**3.1.1.1. Activity: Align Science Curriculum to GLCE's**

**Activity Description:** Develop a Science curriculum aligned to the GLCE's.

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	Other		0.00

**3.1.1.2. Activity: Portable Affordable Simple Science**

**Activity Description:** Teachers will use the Hands on PASS program. The Hands on Pass program will need to be purchased.

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pass	Title I School Improvement (ISI)	1,000.00	0.00

**3.1.1.3. Activity: Science Field Trips**

**Activity Description:** Science Center, Hands on Science Museum, Earth Works, Detroit Zoo. Admission will need to be financed.

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Museum Trips	Title I School Improvement (ISI)	4,000.00	0.00

**3.1.1.4. Activity: Science Fair**

**Activity Description:** Science Fair

K-3 Class Project

4-5 Individual Project

Materials for experiments need to be purchased

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-04-01, End Date - 2012-04-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Project Supplies, Science Boards	Title I School Improvement (ISI)	1,000.00	0.00

### 3.1.1.5. Activity: Thinking Maps

**Activity Description:** Using Thinking Maps to organize thought processes in the Science classroom.

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-21

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Map Trainer, Materials, Summer Planning Sessions	Title I School Improvement (ISI)	5,000.00	0.00

## Goal 4: Social Studies

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient learners according to the Grade Level Content Expectations by 2014, yearly progress 10%.

**Gap Statement:** Statement of gap in student achievement (Need Statement): Upon further examination of data from our Ed Yes Report we found that additional work was needed in this goal area to ensure that this goal was met. The data used to determine our strategies was MEAP, teacher surveys, and classroom observations.

- Curriculum Alignment
- Lack of consistent teacher placement
- Outdated text grades 1-5
- Inventory district-wide materials

**Cause for Gap:** -Curriculum Alignment

- Lack of consistent teacher placement
- Outdated text grades 1-5
- Inventory district-wide materials
- Poor student attendance.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The criteria for success will be determined if students meet the percentage of proficiency level. To monitor progress, teachers will review the individual progress students are making using formative, summative, unit, quarterly and standardized test results.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** MEAP, report cards, progress reports, Class A, Science MiAccess for special education students

**Contact Name:** Joseph Emery

**List of Objectives:**

Name	Objective
Social Studies	All students will be proficient learners according to Grade Level Content Expectations by 2014, yearly progress will be 6%.

## 4.1. Objective: Social Studies

**Measurable Objective Statement to Support Goal:** All students will be proficient learners according to Grade Level Content Expectations by 2014, yearly progress will be 6%.

**List of Strategies:**

Name	Strategy
Align Curriculum to GLCE's	Staff will align curriculum to the GLCE's

### 4.1.1. Strategy: Align Curriculum to GLCE's

**Strategy Statement:** Staff will align curriculum to the GLCE's

**Selected Target Areas**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

**Other Required Information for Strategy**

Classroom Instruction That Works; Robert Marzano, Data Wise; Katherine Parker Boudett, et al

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-09-07	2011-06-16	Administration and Teaching Staff
Field Trips	2010-09-07	2011-06-16	Administration, Teaching staff, and parents.
Thinking Maps	2010-09-07	2011-06-16	Administration and Teaching Staff

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**4.1.1.1. Activity: Curriculum Alignment**

**Activity Description:** Teachers will align Social Studies Curriculum to the GLCE's.

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	Other		0.00

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**4.1.1.2. Activity: Field Trips**

**Activity Description:** Students will attend field trips to the apple orchard, farm, fire station and post office. Admission will need to be financed.

**Planned staff responsible for implementing activity:** Administration, Teaching staff, and parents.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Field Trip sites	Title I School Improvement (ISI)	3,000.00	0.00

**4.1.1.3. Activity: Thinking Maps**

**Activity Description:** Thinking Map Training and Implementation

**Planned staff responsible for implementing activity:** Administration and Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I School Improvement (ISI)	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$20,000.00	\$0.00
Special Education	\$100,000.00	\$0.00
Title I School Improvement (ISI)	\$91,000.00	\$0.00
Title I Part A	\$627,000.00	\$0.00
Other	\$0.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*The staff broke up into groups, and answered questions from the SPR 40. When those were complete, the groups reviewed the other groups' answers and corrections were made.*

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*It was noted throughout the SPR 40 that our strengths are our curriculum alignment with GLCE's, common assessments and use of Thinking Maps. A common theme was also that program and initiatives come from the district level, and not the school. This year our principal has suggested reading programs with us and encouraged us to investigate them online. But, our last three initiatives have been directives from Central Office.*

### Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*Thinking Maps are used to help students visualize and organize their thought processes. Everyday Math is used to help students use real world activities to understand Math concepts. Grade levels collaborate to create formative assessments to guide instruction.*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*All three programs were directives from district leaders. Teachers have been trained, and use all three programs in their classrooms.*

### Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*The District has adopted the Curriculum Crafter for teacher use in creating lessons that are aligned with the state standards(GLCE's).The staff follows a pacing chart to insure that the state standards are covered. Based on Meap Data, Focus GLCE's were determined for each month. Then formative assessments were given in ELA and Math. Based on the outcome of the pretest teachers would adjust their teaching to meet the students needs.*

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*The School Improvement Team and Grade level teams make decisions about curriculum based on test outcomes. All stakeholders make decisions by reviewing MEAP and other assessment data. Instruction is data driven based on MEAP data, Common Assessments and Classroom Assessments.*

### Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*All staff members of Ann Visger PreK - 5 Preparatory Academy are highly qualified. The River Rouge School District Human Resource Department is responsible for maintaining and housing teacher certifications and files. All river Rouge School District teachers are highly qualified under the NCLB Act. The majority of our teachers possess a master's degree and above. In addition, staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification (M.T.T.C.), Master's Degrees and post graduate studies and certifications. Instructional paraprofessionals are also utilized at Ann Visger PreK-5 Preparatory Academy. These paraprofessionals are highly qualified and meet the NCLB requirements for their positions.*

### Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

*18 Highly Qualified Teachers: No. of Years Teaching*

*0-3 years 4-10 years 11-15 years 16+years*

*0 0 1 17*

*Highly Qualified Teachers: Professional Degrees*

*B.A./B.S. Masters Degree Ed. Specialist Ph.D.*

2 16 0 0

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

*The River Rouge School District has a plan in place to recruit teachers to the district.*

*District-*

*\* The River Rouge School District offers teachers a competitive salary and benefit package, and mentoring program for new teachers.*

*\* The River Rouge School District includes teachers in the continuous improvement planning process, other school initiatives and activities.*

*\* The River Rouge School District abides by NCLB legislation in hiring all staff.*

*\* The River Rouge School District offers a safe and secure working environment for all staff members.*

*\* The River Rouge School district offers teachers, paraprofessionals and administrators on-site professional development (PD360). This program is partially funded by Title 1. Professional development opportunities are also available to staff on the state and national level.*

*\* The district participates in job fairs to ensure that high need areas (math and science) are aware of any job opportunities in the district.*

*Building-*

*\* Teachers have an opportunity for regular professional input into building activities and programs.*

*\* Teachers are included in the decision making process of school programs and needs as often as possible.*

*\* Teachers are made to feel appreciated and a part of the school family.*

3. Describe the rate of teacher turnover for the school.

*There was approximately a 20% turnover this year due to layoffs and transfers.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*The district has implemented an initiative called Save Our Schools (SOS) to bring students back into the district. The Ann Visger staff has expressed to Central Office the need to keep teachers in their current positions for consistency.*

## **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs

assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

### Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*Parents are invited to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed these meetings are designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation.*

*Assistance is available to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable.*

*Parent(s)/Guardian(s) are notified of Title I student selection and criteria for selection. They are also informed of their students achievement and progress.*

*Title I staff are available at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s).*

*There is ongoing communication between school and parent(s)/guardian(s).*

*Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc. are scheduled monthly for the school and individual teachers hold family activities in classrooms throughout the year.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

- 2a. Design

*Parents attend School Improvement Meetings.*

*We are developing a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school.*

*We need necessary technical, staff and administrative support to plan and implement effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance.*

*The parents and the current principal meet regularly to discuss their ideas about the direction of our school.*

2b. Implementation

*We are facing challenges involving the parents in implementing our plan due to turnover in the principal position.*

2c. Evaluation

*Program evaluation consists of surveying parents as to their ideas and needs related to parent involvement, the review of district materials and district procedures, review of individual school environments, input on the ways that the District may better communicate with parents/guardians about information and resources they may need (e.g., current laws, regulations, instructional programs and community resources), educational programs to assist parents/guardians in their support of academic achievement, increasing parents opportunities to be involved in building decisions, as well as district staff development looking at staff attitudes and effective parent involvement programs.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*MEAP results are given to parents each year through a parent report. Translating can be facilitated through the district's bilingual resources.*

*Parents receive progress reports and report cards. Parent/Teacher conferences are held twice each year.*

*Ann Visger has a bilingual teacher who helps to interpret during conferences and IEP's. She also helps parents understand the progress reports and report cards.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The school-parent compact is discussed annually at the annual meeting and it is also thoroughly covered by teachers during the fall parent-teacher conferences.*

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

*The SIT will ask the parents from the parent involvement group to fill out a survey to evaluate our parental involvement program.*

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

*Parents were asked 4 questions regarding their perception of the the quality of safety and education at Ann*

*Visger. 60% of parents responded. The majority of the 60% responded positively, giving our school a 4 rating on a 0-5 scale. Our concern is with those who did not respond, and those who have left our district. We believe from asking parents who have left, that safety and behavior are issues, and challenging high achieving learners is where we are lacking.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The River Rouge School District provides activities for students transitioning from pre-school to kindergarten. The school district also sponsors opportunities for parents of students in pre-school, and Kindergarten as follows:*

*Event Location Purpose Dates*

*PK visits*

*kdgn.classrm. Ann Visger Create an March 29, 2011*

*awareness of*

*kdgn. expecta-  
tions.*

*PK/Kdgn Walter White Prepare students March 11,2011*

*Transition headstart and parents with Learning Mode*

*kdgn. expectations*

*Kdgn. Round-Up Ann Visger Recruit and in- April 12,2011*

*form parents of*

*the kdgn. program*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*The staff have input into the decisions regarding the use of school-based academic assessments. Staff is actively involved with core curriculum teams in the building. The teams will develop common assessments for each grade and content level. Notebooks were provided for each teacher that contains calendar, and the*

*Pre test for the year. Teachers add their formative assessments that they developed to the notebook.*

*Grade level teams decide when to give pre and post-tests.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*Teachers receive an overview of the schools' data. They work in teams using the item analysis in reading, math, science and social studies to determine strengths and weaknesses of the school's programs (including instructional practices) using standardized test results.*

*Teachers will continue to receive PD on using the results from formative (local) assessments to drive the instructional practices. Formative assessments are based on the state's benchmarks and grade level content expectations. Specific evidence based strategies will be identified to assist in the instruction of targeted skills.*

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*Rubrics are developed and used to measure levels of achievement in content areas. Thinking Maps are used to demonstrate student's understanding of concepts. Students are provided opportunities to work in groups and present oral reports.*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*The students who are not mastering the State's academic achievement standards are provided assistance from the Title I Academic Interventionist. Targeted students in 1st and 2nd grade are provided after school tutoring. Summer School is provided. A few teachers are differentiating instruction.*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*The school has a process in place to identify students experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level.*

*\* Disaggregation of MEAP scores*

*\* Zangle is used to monitor students grades, homework, and citizenship*

*\* Intervention specialists work with students and identify difficult areas*

\* *The building administrator identifies students who are not proficient learners with the use of MEAP data. Parents are notified of student's academic status and recommended for extended day programs.*

\* *Child Study*

\* *Class work - teacher identification of additional support (i.e. student not performing up to required standard for a skill may be referred to the before*

*school tutoring program)*

*Additional assistance is provided to assist students experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level. This includes differentiated instruction in all academic and fine arts classes.*

\* *4-Week Saturday Academy*

\* *Co-teaching is provided in core classes, with special education teachers*

\* *Special education teachers work with students on their special education caseload by modifying classroom assignments, re-teaching, and organizing their daily assignments.*

\* *Tutoring Program*

\* *Team meetings allow teachers to concentrate on differentiated instruction*

\* *Paraprofessionals help with identified students*

\* *Math Tutoring After School Program for at-risk and accelerated students*

\* *Summer Enrichment Academy and Accelerated Learners Academy*

\* *Special Education Aide is assigned to targeted students for one-on-one instruction.*

\* *Academic Intervention Specialist - Specialist will work with identified students providing additional support in Reading and Math in small groups.*

\* *Brain Boost Teacher- Teacher will provide brain based behavior support activities in small groups before and after school, and at lunchtime.*

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

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Wayne RESA, MDE, MAISA,*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*Our program and resources are coordinated and integrated toward the achievement of school-wide goals. The building uses funds from the following sources: General Fund, building fund raisers, local organizations/businesses, Title I, Title IIA, Title IID, Title III-through Wayne RESA, IDEA and state high priority school initiative funds to support the school-wide program and our initiatives in the SIP.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*Ann Visger uses resources requested under Title I, Part A and from other sources to meet the goals selected in our SIP. Evidence Based Instructional materials and services have been selected to support our School-wide plan components. These include staff development, student achievement support: instructional materials, technology, staffing, programs, field trips and parent involvement.*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*Ann Visger has a number of Federal, State and local programs and services that are coordinated and integrated into our school to support eligible Title I, Part A students. We have an ESL Consortium with WCRESA (federal funds - Title III ESL) which provides one-on-one tutoring help to ESL students. We have the High Priority Schools Initiative (State) involved to help close the gap between the achievement of students with and without disabilities. Our local programs include WCRESA that has provided assistance with: Curriculum Development, Data Analysis, Common Assessments, Zangle, Co-Teaching, Academic Coaching and the PM3 Math Institute. Wayne Metro conducts after school tutoring/enrichment and a summer school program. The Downriver Guidance Center provides counseling support. The Mental Health Services for Children does screening for children. Both the United Way and Good Fellows provide families with food, clothing utility assistance, job searches and housing needs.*

### **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*Our vision of a high achieving school necessitates the use of technology that will enable Ann Visger students to succeed in a changing global environment.*

*Smart Boards have been and will be purchased. Training has commenced and will continue.*

*Class A training has begun and will continue as well as planning time at grade level for common assessments.*

*Scanners for Class A have been purchased.*

*Some laptop computers for students use have been purchased and used by the classes. Two classroom computer labs have been purchased.*

*Each teacher has a document camera in the classroom.*

*Ann Visger has wireless as well as traditional internet access.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*The SIT meets monthly to review the SIP, MEAP results, and local assessments. The school staff reviews MEAP, analyzes the scores to find gaps and make decisions about curriculum from those results.*

*Department heads analyze these results to decide on focus GLCE's for the upcoming month.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*The SIT reviews formative test outcomes and teacher practices at monthly meetings. Coaches and school leaders then assist teachers by demonstrating or giving lessons on best practices.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*The SIT has had to revise the plan in the Spring of the last few years due to changes in the Principal position. We have met monthly and evaluated this year, but not revised until recently. The team is prepared to meet over the summer to evaluate the plan, schedule meetings to evaluate and revise the plan monthly.*

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Information is shared through weekly staff meetings to analyze data, K-5 Progress Reports in English/Spanish every 6 weeks, Parent/Teacher Conferences are held in the fall and spring and quarterly report cards.*

*The ELL teacher is available to interpret the report cards, and the discussion during parent teacher conferences.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Stakeholders are involved through weekly staff meetings, Annual Report, parent-teacher conferences, Parent Group Meeting and/or surveys.*

# Assurances

## EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments: *MEAP is given to 3-5th grades. MLPP is given to 1-3 for literacy. There is no standardized Math test for grades 1 and 2.*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.riverrougeschools.org*

## Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

## Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments: *There were surveys about safety and well being two years ago and this year.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *No*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments: *Working on Kindergarten Movement for 2011-12.*

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Karla	Bates	Teacher	Karla.Bates@riverrougeschools.org
Ms.	Susan	Bowling	Teacher	susan.bowling@riverrougeschools.org
Ms.	Ann	Brown	Teacher	ann.brown@riverrougeschools.org
Ms.	Viveca	Butler	Teacher	viveca.butler@riverrougeschools.org
Ms.	Jennifer	Campbell	Teacher/SIT Chairperson	jennifer.campbell@riverrougeschools.org
Ms.	Pamela	Cox	Parent Coordinator	pamela.cox@riverrougeschools.org
Ms.	Jennifer	Dermody	Teacher/SIT Member	jennifer.dermody@riverrougeschools.org
Ms.	Cassandra	Frederick	Teacher	cassandra.frederick@riverrougeschools.org
Ms.	Laura	Hunter	Teacher	laura.hunter@riverrougeschools.org
Ms.	Michelle	Knott	Teacher	michelle.knott@riverrougeschools.org
Ms.	Patricia	Plaza	Teacher/SIT Member	pplaza@rouge.k12.mi.us
Ms.	Linda	Shah	Social Worker	linda.shah@riverrougeschools.org
Ms.	Roz	Smith	Secretary	roz.smith@riverrougeschools.org
Mr.	Terry	Loveday	Teacher	terry.loveday@riverrougeschools.org
Ms.	Jeannette	Moore	Food Services	jeannette.moore@riverrougeschools.org
Ms.	Rillstin	Mary	Speech/Language	mary.rillston@riverrougeschools.org
Ms.	Sharon	Seymour	Paraprofessional	sharon.seymour@riverrougeschools.org
Ms.	Ruth	Carbone	Paraprofessional	ruth.carbone@riverrougeschools.org
Ms.	Samantha	Harris	Paraprofessional	samantha.harris@riverrougeschools.org
Ms.	Paulette	Demings	Teacher/SIT Member	paulette.demings@riverrougeschools.org
Ms.	Sabrina	Rudy	Teacher/SIT Member	sabrina.rudy@riverrougeschools.org
Mr.	Joseph	Emery	Principal	joseph.emery@riverrougeschools.org
Ms.	Miriam	Logan	Teacher	miriam.logan@riverrougeschools.org
Ms.	Laurie	Haener	Teacher	laurie.haener@riverrougeschools.org
Mrs.	Rita	Dotstry	case manager/process ment	ritadotrys@yahoo.com

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Principal
Address:	11121 W. Jefferson
Telephone Number:	313.297.9600 ext. 21

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

# **Supporting Documentation**

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
- Professional Development
- Student and Teacher Surveys
- Parent Survey Results

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

The River Rouge School District along with each school has implemented a Parent/Guardian Involvement Policy. The policy is a part of the School Handbook that each student receives at the beginning of the school year. Students who enroll after school begins receive the handbook at the time of their enrollment.

Below is a copy of:

River Rouge School District Policy

Ann Visger Policy

Ann Visger Parent Compact

## **River Rouge School District Parent/Guardian Involvement Policy**

### Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

### Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

#### Written Plans/Policies

The River Rouge School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff, and students will share the responsibility of

- improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

#### Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

#### Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.  
LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004)

Source: Modified with the permission of the Michigan Association of School Boards

## **Parent/Guardian Involvement and School Partnership**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized a parent's involvement in a child's education is a critical component in that child's academic success. The Board further appreciates and respects parents/guardians as the "first teachers" of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the schools of the District. An effective school/parent partnership focused on students' educational success must exist, which involves all district staff and parent(s)/guardian(s), for the District's educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage and foster a partnership between families and the schools for increased/parent(s) guardian(s) involvement in children's education. The plan may include, but not be limited to:

- Establishment of welcoming school environments
- Communication to and from parents and school
- Parents as volunteers
- Supportive home learning environments
- Schools as a parent resource center
- Parents as decision makers

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by district families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the District may better communicate with parent(s)/guardians(s) about information and resources they may need (e.g., current laws, regulations, instructional programs; and community resources), educational programs to assist parents(s)/guardian(s) in their support of academic achievement, increasing parents opportunities to be involved in building decisions, as well as district staff development looking at staff attitudes and effective parent involvement programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parent Involvement Plan to all parents.<sup>1</sup> The effective implementation of the plan should be reviewed and evaluated by the district and parents on a regular basis with Superintendent's recommendations to the Board as to related policy and budgetary needs.

<sup>1</sup>MCL 380.1294 (1) Not later than January 1, 2005, the board of a school district or intermediate school district or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parents participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board or board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the Parent Involvement Plan to the department upon request by the department.

### **Ann Visger Pre-K - 5 Preparatory Academy Parent Involvement Title I School Policy**

The goal of **Ann Visger Pre-K - 5 Preparatory Academy** is to provide a high quality education to meet the challenging standard of serving ALL children. The purpose of the **Ann**

**Visger Pre-K - 5 Preparatory Academy's** Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging State academic achievement standards and state academic assessments. We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

**Ann Visger Pre-K - 5 Preparatory Academy** envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. **Ann Visger Pre-K - 5 Preparatory Academy** promotes life-long learning to prepare its community to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirement of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). The document represents joint development with parents, teachers, and principal. The policy will be available to all parents in the district.

1. Parents will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:
  - All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate and to inform them of the following: Title I Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement (section 1116); and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119). The Parent Coordinator/Facilitator, with the assistance of the school wide facilitators, will schedule, notify parents and conduct meetings.
  - The school district will hold a minimum of four meetings/forums annually, which will be held for the purposes of consultation, advising, and evaluation. The participants will be parents, Parent Coordinator/Facilitator, school wide support staff, teachers, community representatives, and principal. These meetings/forums will be advertised and open to all parents. The Parent Coordinator/Facilitator will set the agenda and conduct the meetings.
2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:
  - Providing parent and parent/child workshops and activities based on the assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 4 workshops per year.
  - Developing a Parent/Teacher/Student Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students. The compact shall be presented in a way that attends to the literacy and language levels of parents. The compact will include an explanation of how it will be distributed, monitored and assessed.
  - Providing a facility that will be a working site for parents to hold meetings/workshops, work on projects and obtain materials to encourage parents to support their child's learning. The maintenance of the active parent center will be undertaken to the extent possible.
  - Providing current, reputable parent literature/materials in a format that is

understandable to parents.

3. In order to promote the school's and parents' capacity to form a strong partnership and work toward high student academic achievement, will:
  - Assist parents in such areas as the State's academic content standards, State student academic achievement standards, State and local assessments, the requirements of this part and how to monitor a child's progress and work with educators to improve the academic achievement of their children as well as provide information on how parents can participate in decisions regarding the education of their children.
  - Encourage parents to visit their children's classroom during the school day through participation in side-by-side and daily classroom activities.
  - Inform parents of school activities through newsletters, phone calls, web sites, e-mail and other media.
  - Encourage staff to have regular two-way meaningful communication with parents through parent teacher conferences, progress reports, home visits, classroom newsletters, school web sites and providing opportunities for observation of classroom activities.
  - Cooperate with other agencies and resources to promote necessary training for parents. Parents will be provided with information as to ways to secure their GED through Adult Education Programs and by informing parents that the public library has literacy tutors.
  - Encourage the education of teachers, pupil service personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. The Parent Coordinator/Facilitator and parent group will provide staff development to inform teachers of the value of parental involvement in the school.
  - Develop partnerships with community based organizations and business sponsored programs, workshops and training, and having representation at school functions.
  - Develop appropriate roles for community-based organizations & businesses to work with parents and **Ann Visger Pre-K - 5 Preparatory Academy**, and encourage the formation of partnerships between **Ann Visger Pre-K - 5 Preparatory Academy** and local businesses that includes a role for parents.
  - Make information available, in a format and, to the extent possible, in the language parents can understand. Translating can be facilitated through the district's bilingual department, principal and bilingual instructors.
  - Provide materials and training to help parents work with their children to improve their children's academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental involvement.
4. **Ann Visger Pre-K - 5 Preparatory Academy** will encourage coordination of parent involvement activities with Head Start and other parent groups by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of both groups.
5. Parents will participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:

- Increasing parent involvement
  - Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background
- ◆ ESL classes for adults after school and Saturdays to increase adult literacy after school, summer school, including field trips for parent and child.  
The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.

***Parents are encouraged to share ideas, success stories, and concerns with the school administration and teaching staff.***

***Parents are our partners. When home and school work together... students succeed.***

# Parent Compact

## Ann Visger Pre-K - 5 Preparatory Academy Parent-Student Compact

To ensure that we have a summer filled with fun and learning, every student will be expected to follow all rules. **We are attempting to have lots of fun and accomplish many things this school year and we need everyone's cooperation to make sure that this happens.** Failure to follow the rules will result in disciplinary action.

1. **Participants will respect all students, staff, property, and materials at ALL times.**  
Students will be given a warning of unacceptable behavior before being disciplined.  
Teachers will inform parents when the student receives a warning.
2. Participants will follow the established procedures for the classroom and the school.
3. Participants are expected to complete and return any required assignments.
4. Participants will take care of materials, games, and equipment used in the classrooms.
5. Participants will be in attendance and on time daily.

### Students will –

- Learn a lot!
- Have lots of fun!
- Be respectful and cooperative at all times.

### Staff will –

- Be respectful to students, parents, and staff.
- Provide their best service to students and parents at all times.
- Ensure that all students are provided opportunities to be successful.

### Parents will –

- Ensure that your children follow all rules.
- Drop off and pick up students on time everyday.
- Help students with “home projects.”
- Be present at all school events.

These rules are designed to ensure that our school year goals are successfully accomplished!!!

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Ann Visger K-5 Preparatory Academy

## Student/Parent/Teacher Compact

We the Ann Visger staff, parents and community guide each child in reaching his or her greatest potential. This is achieved by providing a diversity of experience, which integrates excellence in education with the child's individual abilities and unique talent. To accomplish our vision, students, parents and teachers need to work together. Please complete and sign the part of the agreement that belongs to you.

### **Student Agreement**

It is important that I work to the best of my ability. Therefore, I will:

- Come to school ready and prepared to learn.
- Come to school on time.
- Finish my schoolwork and participate in classroom activities.
- Return my assignments and homework on time.
- Display positive behavior towards peers, staff, teachers, visitors, and administrators.



- Show respect for others, their belongings, and myself.
- Do my part in keeping my school clean and safe.
- Dress in complete uniform.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Parent Agreement**

It is important to support my child's education and school. Therefore, I will:

- See that my child is punctual and attends school regularly.
- Attend parent teacher conferences and other functions.
- Ensure homework is completed.
- Support the school in its effort to maintain proper discipline.
- Monitor the amount of television children watch.
- Send a well-nourished, well-rested child to school each day.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education through the school's communication; promptly reading all notices from the school or the school district either received by my child or by mail.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Staff Agreement**

Students must be given the opportunity to succeed. Therefore, I will:

- Provide an environment conducive to learning.

- Have high expectations for my students, and myself by using methods and techniques that work for my classroom.
- Maintain open lines of effective communication with my students and their parents, in order to support student learning, including progress reports.
- Respect students, their parents/families, and the diverse culture of the school.
- Continue to expand knowledge of current best practices in the field of education.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>DATE</b>	<b>ACTIVITY</b>	<b>PARTICIPANTS</b>	<b>TIMELINE</b>
June 28-July 2, 2010	Creating Common Assessments – Mildretta Hughes	Dermody, Logan, Frederick, Haener, Plaza, Knott, Featherstone, Falahee	07/02/10
July 22,23,26,27,30 2010	Everyday Math Games	Teaching Staff	07/30/10
August, 2010	Thinking Maps	Teaching Staff	Ongoing
August, 2010	Curriculum Mapping, and Formative Assessments – ELA Coach Hughes	Teaching Staff	
10/8, 11/9, 12/15/2010 1/19, 3/10, 4/6, 5/11, 5/25/2011	PM3	Campbell, Rudy, Michaels, Marion, Butler, Bowling, Knott, Demings	05/25/11
October 18,2010	Diversity Training	District Staff	Ongoing
11/23/10	Smartboard Training	Teaching Staff	Ongoing
11/29/10	RTI	Campbell, Dermody	11/23/10
11/30/10	School Improvement	Campbell, Dermody	11/29/10
02/22/11	Demographic information for SIP	Campbell, Dermody, Emery	02/22/11
March 2, and 9, 2011	Advanc-ed , School Improvement Tasks	Campbell, Dermody, Emery	3/2/11, 3/9/11
02/24/11	Thinking Maps	Teaching Staff	Ongoing
02/25/11	Blue Prints for Writing	Teaching Staff	June 2011
03/31/11	Blue Prints for Writing	Teaching Staff	June, 2011
06/01/11	Galileo	Emery, Frederick, Campbell, Rudy	04/25/13
05/27/11	Resiliency Instructional Model- Horatio Sanchez	District Staff	Ongoing
June,27-29 August22-24 2011	Project Based Learning	District Teaching Staff and Principals	Ongoing
August 1,2,3, 2011	Thinking Maps	Teaching Staff	10/05/09
August 1-5, 2011	Leadership Academy	Administrators and SIT	08/05/11
August, 2011	Smartboard Training	Teaching Staff	Ongoing

## **Ann Visger Staff Survey 2010-2011**

**Safety needs to be improved around the building.**

Strongly Agree	Strongly Disagree	Not Applicable
29%	71%	0%

**Safety needs to be improved outside the building.**

Strongly Agree	Strongly Disagree	Not Applicable
29%	53%	18%

**My principal is approachable.**

Strongly Agree	Strongly Disagree	Not Applicable
53%	47%	0%

**My opinions/suggestions are taken into consideration.**

Strongly Agree	Strongly Disagree	Not Applicable
35%	41%	24%

**My administrator supports and enforces the student code of conduct.**

Strongly Agree	Strongly Disagree	Not Applicable
35%	59%	6%

**Students demonstrate enthusiasm regarding our school.**

Strongly Agree	Strongly Disagree	Not Applicable
6%	50%	38%

**Students know what is expected of them academically.**

Strongly Agree	Strongly Disagree	Not Applicable
0%	76%	24%

**Students know what is expected of them behaviorally.**

Strongly Agree	Strongly Disagree	Not Applicable
6%	47%	41%

**Grade level teams have adequate time to meet and plan collaboratively.**

Strongly Agree	Strongly Disagree	Not Applicable
0%	12%	76%

**I am comfortable using the formative assessment data to plan lessons.**

Strongly Agree	Strongly Disagree	Not Applicable
24%	35%	29%

**I participate in school improvement planning.**

Strongly Agree	Strongly Disagree	Not Applicable
18%	29%	35%

**I participate in curriculum decisions.**

Strongly Agree	Strongly Disagree	Not Applicable

0% 47% 29% 6% 18%

**I feel comfortable using technology.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
18%	59%	24%	0%	0%

**I have appropriate materials to implement curriculum effectively.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
0%	35%	53%	6%	6%

**I modify the curriculum to meet all academic ability levels with or without the assistance of**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
19%	44%	19%	0%	19%

**I have a clear understanding of what Differentiated Instruction is.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
6%	71%	24%	0%	0%

**I feel the Inclusion Program is being used effectively.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
0%	29%	47%	18%	6%

**I have high expectations for all students.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
76%	24%	0%	0%	0%

**If I have concerns I keep parents informed about student progress beyond the required prog**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
29%	59%	6%	0%	6%

**My classroom management is effective and supports the district's code of conduct.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
41%	53%	6%	0%	0%

**Students have the opportunity to be involved in extra-curricular activities.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
6%	24%	59%	12%	0%

**Respect is demonstrated by all members of the school community, ie. staff, students, visitor**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
0%	12%	65%	24%	0%

**I enjoy teaching at Ann Visger.**

Strongly			Strongly	Not
Agree	Agree	Disagree	Disagree	Applicable
35%	53%	12%	0%	0%



my administrator or special education staff.

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# **Ann Visger Student Survey 2010-2011**

**I am:**

Male	Female
50%	50%

**The primary language spoken at my home is:**

English	Other
84%	16%

**I live with:**

Both Parents	One Parent Mom/Dad	One parent & a step-parent	Other
48%	34%	9%	9%

**My family believes I can do well at Ann Visger PreK - 5 Preparatory Academy.**

Agree	Not Sure	Disagree
75%	21%	4%

**My teacher cares about me.**

Always	Sometimes	Never
77%	17%	6%

**My teacher challenges me.**

Always	Sometimes	Never
62%	31%	7%

**My teacher helps me and lets me improve my work.**

Always	Sometimes	Never
78%	16%	6%

**How much time do you spend on homework each week?**

More than 30 minutes	About 30 minutes	Less than 30 minutes
36%	32%	32%

**My teacher makes it clear what I am supposed to learn.**

Always	Sometimes	Never
84%	13%	3%

**Grades are given in a fair manner.**

Always	Sometimes	Never
76%	18%	7%

**Tests and quizzes are related to the material and ideas we have learned about.**

Always	Sometimes	Never
71%	23%	6%

**The adults in my school show respect for me.**

Always	Sometimes	Never
61%	32%	7%

**Discipline problems are handled fairly by my teacher.**

Always	Sometimes	Never
54%	38%	7%

**Do you feel safe in your classroom?**

Always	Sometimes	Never
62%	31%	7%

**Do you feel safe in the hallways, stairs and bathroom?**

Always	Sometimes	Never
36%	31%	33%

**Do you feel safe on the bus?**

Always	Sometimes	Never	Do not ride the bus
17%	16%	12%	55%

**My overall rating of Ann Visger PreK-5 Preparatory Academy is:**

Great	Good	Fair	Bad
37%	30%	18%	15%

### **School and Technology**

The safety and quality of River Rouge schools was rated as great. Ann Visger Elementary and Sabbath Middle School was rates at an average of a 4 on a 5 point scale. River Rouge High School was rated somewhat lower – a 3.3 on quality and 3.8 on safety.

Almost all respondent believed it was important for their children to go on to college. A full 95% said it was very important.

Parents or guardians believed they participated in their children's education and communicated with teachers regularly, and that teachers kept them informed about their child's progress in school. Only 7% disagreed or strongly disagreed that they regularly communicated with teachers, while only 3% said they did not participate in their child's education. Over three-quarters of respondents said that they agreed or strongly agreed that teachers kept them informed about their child's progress.

Access to high speed internet enabled computers was not common. Just over 40% of households had access to a working computer that was connected to the internet.