



School Improvement Plan

Voyager Elementary School

Howell Public Schools

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Voyager Elementary School is a suburban public school within the city limits of Howell, Michigan. It serves 500 students in grades K-5, of which approximately 25% of the students are economically disadvantaged and approximately 10% receive special education services. The school has housed two county K-5 cognitively impaired classrooms for over 11 years. The student body is predominately white (95%), with enrollment of other ethnicity being 1.2% Hispanic, 2% Asian, 1% African American, 0.8% American Indian and 1.2% other. The ethnicity make up of the school mirrors the ethnicity of the city of Howell itself. Voyager Elementary School enrollment has decreased by approximately 10% over the last several years. This decrease can be attributed to the economic status of the county and state.

Voyager Elementary School is part of the Howell Public School District which encompasses 167 square miles in the heart of Livingston County. Howell Public Schools provides educational services to nearly 7300 students through seven elementary schools (preK-5), two middle schools (6-8), one high school (10-12) with a separate freshman campus(9).

The staff of Voyager Elementary School consists of 27 certified staff (25 FTE) and 36 additional staff members that include secretaries, paraprofessionals, school psychologist, social worker, occupational therapist, physical therapist, speech pathologists, custodians and cafeteria workers. The staff at Voyager meets the standards for Highly Qualified Teachers as established by the state of Michigan. Seven percent of the teachers have taught less than three years, 23% have taught between four and eight years, 35% have taught between nine and fifteen years, and 35% having taught 15 or more years. Seven percent of the teaching staff received an Educator Effectiveness rating of "Effective" and 93% received a rating of "Highly Effective." The student to teacher ratio is 1:18.4 which is higher than the national average of 1:15.9.

In 2009 Voyager Elementary School adopted the Positive Behavior Support (PBS) model to develop a consistency in how discipline matters were handled within and outside the classroom. The B.E.S.T. Behavior Expectations are as follows: be Bucketfillers, give our best Effort, be Safe and Take responsibility. Expectations are posted in all areas of the school. In the 2011 and 2012 school year the district provided training in bully prevention strategies for teachers, aides and students. Parents received training in the 2013-2014 school year. Faculty and staff members continue their to refine their skills in building a positive school culture through Capturing Kids Hearts training in the summers of 2014-2016.

In addition, our students, as stated in our mission, are empowered to be self-directed learners and as such, promote service opportunities through a K-5 Recycling program, Peer Buddies, 5th Grade Safety & Service Patrol, and Student Council in grades 3-5.

Voyager has an active PTO and parent volunteer group. These volunteers can be seen assisting in the classroom as well as planning family friendly events for the whole school to enjoy. Our volunteers add to the positive school-home connection and culture we continually strive to provide.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Voyager Mission Statement:

Voyager Elementary School, in partnership with families and the community, seeks to inspire all children to achieve academically, to be their personal B.E.S.T. and to become enthusiastic life-long learners.

B - Be Bucket Fillers

E - Give our Best Effort

S - Be Safe

T - Take Responsibility

Voyager Vision Statement:

Voyager will be an exemplary school fostering higher level thinking and respect for individuality, thus preparing successful citizens for the 21st century.

We believe...

...All students can learn and be successful.

...All students have something to contribute.

...Relationships foster learning.

...In holding high expectations.

...In educating the whole child.

...In collaboration.

...In joyful learning.

We will...

...Analyze, reflect and plan according to data.

...Use best practices.

...Share data with students.

...Create a PLC around student data.

...Teach students to reflect and set personal goals.

...Provide hands on, real-life instruction.

...Utilize a wide variety of resources.

...Build relationships with students.

...Celebrate success.

...Celebrate what's right in the world.

...Recognize the basic needs of students.

...Set clear expectations for all stakeholders.

...Implement differentiated instruction based upon student needs.

...Provide opportunities for students to think critically and solve problems.

School Improvement Plan

Voyager Elementary School

...Continue to learn.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the 2014-15 school, Voyager Elementary School was recognized as a 2014 Nation Blue Ribbon School Award winner by the U.S. Department of Education and a Reward School by the State of Michigan. Even with increased rigor in the curriculum, Voyager Elementary School has continued to achieve reading and math scores higher than the norm from state and local assessments. This is attributed to the approach of analyzing data and planning for instruction, intervention and enrichment.

The school is striving to increase math and science scores on state and local assessments.

An area of challenge for Voyager Elementary School is technology. To address this area of need the district created a 21st Century Technology Committee comprised of all stakeholders: teachers, administrators, school board members and parents. At Voyager, the PTO has moved in the direction of supporting technology needs in the building. Each teacher has an iPad and there are now 5 Chrome Carts with 30 Chromebooks each for us in classrooms. With the passing of a district technology bond in 2015, new training and technology devices will begin to make their way into classrooms in the fall of 2016.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Howell Public Schools prides themselves on having a healthy reserve fund balance. Voyager Elementary School lost its part time counselor and full time teacher consultant when budget cuts were made. The counselors were retained for the 2015-16 school year at one day per week for each elementary school building. The teacher consultants represent 0.5 FTE for each elementary school building. Despite the economic and legislative troubles facing education in Michigan, Howell Public Schools and Voyager Elementary School stay committed to excellence in all areas of student growth: academic, artistic, physical, social and emotional.

Voyager Elementary School is part of the family friendly, inviting and caring community of Howell. According to the 2010 census the city of Howell is the 109th most populated city in Michigan with a population of 9,489, a median income of \$43,094 and a poverty rate of 11.8%. Howell is located in Livingston County and is the county seat. The city and townships of Howell have a combined population of 42,851 with a median income of \$65,000 and a poverty rate of 6.5%. Howell is known for the Michigan Challenge Balloonfest, an annual hot air balloon festival that is usually held toward the end of June. The city is also the site of the Howell Melon Festival, an annual celebration of the Howell Melon (a juicy hybrid cantaloupe known to grow only in the surrounding area). The three day festival, held in mid-August, draws approximately 50,000 visitors to Howell each year. A newer tradition, Howell hosts the annual Pink Party, a day to recognize breast cancer survivors and raise money for donations.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders for the school improvement team are decided on a volunteer basis. Teachers are asked to submit names of parents who may be interested in serving the school in this capacity. There are three current parents serving on the steering committee. A teacher in each grade level/department volunteers to serve on the committee. A member of the support staff volunteers to sit on the committee. A business partner is part of our team, as she works with our students on a weekly basis to support a student-run credit union. Meetings are scheduled monthly in order to complete related school improvement tasks.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The committee members represent general education teachers, special education teachers, specials teachers, ancillary staff, support staff, parents and administration. Their responsibilities involve the analysis of data, research, connecting the stakeholders they represent and leading the whole staff in the tasks of the school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The community receives a preview of the school improvement plan at the school's annual open house at the beginning of the school year. The plan and its components are posted on the district website for stakeholders to review, and progress is shared in the school's monthly newsletter. The staff members are introduced to the plan skeleton in the spring of the school year and to the entire plan in the back-to-school professional development days. Progress is shared with the staff throughout the school year in staff meetings, newsletter communications and grade-level PLCs.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2015-16 Voyager Math Growth Data 2015-16 Voyager Reading Growth Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Using NWEA assessments in mathematics and reading, Voyager Elementary Students are well above national norms.

In mathematics, Voyager students' average RIT score is 13.4 points above national norms in grades K-2 and 4.3 points above national norms in grades 3-5.

In reading, Voyager students' average RIT score is 8.4 points above national norms in grades K-2 and 5.2 points above national norms in grades 3-5.

Describe the area(s) that show a positive trend in performance.

Voyager students' achievement in the area of mathematics is showing a positive upward trend.

Kindergarten: 95% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

First Grade: 97% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

Second Grade: 98% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

Third Grade: 71% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

Fourth Grade: 72% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

Fifth Grade: 89% of all students (including students who receive special education support or at-risk support) met or exceeded their projected RIT score from fall to spring.

Grades 3rd-5th began implementation of Everyday Mathematics Common Core math program in the fall of 2016.

The scores above include growth percentages that fall within the standard error of observed growth by NWEA.

Which area(s) indicate the overall highest performance?

In lower elementary, Kindergarten through Second Grade, mathematics indicated the highest performance while in upper elementary, Third Grade through Fifth Grade, reading indicated the highest performance.

In all grades, Voyager Elementary School students were well above National Norm Mean RIT in the areas of mathematics and reading. Again, growth percentages include scores that fall within the standard error of observed growth by NWEA.

Which subgroup(s) show a trend toward increasing performance?

Students who receive at-risk support in Kindergarten through Second Grade are showing a trend toward increasing performance.

In Kindergarten, 94% of students who received at-risk support met or exceeded their their individual Projected RIT growth in the spring.

In First Grade, 92% of students who received at-risk support met or exceeded their their individual Projected RIT growth in the spring.

In Second Grade, 100% of students who received at-risk support met or exceeded their their individual Projected RIT growth in the spring.

Growth percentages include scores that fall within the standard error of observed growth by NWEA.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between students who receive at-risk support and their same-aged peers in the general education setting.

In Kindergarten, 94% of students who received at-risk support met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 95% of all students exceeded their Individual Projected Growth in the spring.

In First Grade, 92% of students who received at-risk support met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 97% of all students exceeded their Individual Projected Growth in the spring.

In Second Grade, 100% of students who received at-risk support met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 98% of all students exceeded their Individual Projected Growth in the spring.

In Third Grade, 88% of students identified as at-risk met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 71% of all students met or exceeded their Individual Projected Growth in the spring.

In Fourth Grade, 73% of students identified as at-risk met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 72% of all students met or exceeded their Individual Projected Growth in the spring.

In Fifth Grade, 100% of students identified as at-risk met or exceeded their Individual Projected Growth in the spring. In the grade level overall, 89% of all students met or exceeded their Individual Projected Growth in the spring.

Which of the above reported findings are consistent with findings from other data sources?

Voyager Elementary School is currently using NWEA as our data source as we are in our 2nd year of administering the M-STEP. Once the M-STEP results are released, we can compare data. Howell Public Schools also uses NWEA, DRAII, DIBELS, MLPP and Common Assessments in Kindergarten through First Grade. In Second grade we administer NWEA, DRAII and Common Assessments. In Third through Fifth grades, we administer NWEA, M-STEP and Common Assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Reading is an area that is falling a bit below expected areas of performance. Even though each grade level scored higher than the national norm on the Reading MAP NWEA assessment, the scores are below what Voyager faculty have helped students achieve in the past. When comparing reading and math student growth data, reading percentage scores are lower than math.

Describe the area(s) that show a negative trend in performance.

When looking at student growth overall, less than 70% of students met their projected spring growth on both mathematics and reading NWEA assessments. The growth scores of the K-2nd grade students were much higher in math than the 3rd-5th grade student growth scores.

Which area(s) indicate the overall lowest performance?

Third grade showed the lowest overall performance regarding percentage of students who met their spring growth projected score in math and reading.

Our third and fourth grade levels in reading and math are scoring the lowest points, even though the scores are above the grade-level national RIT scores.

Students in third grade had the lowest number of students meet the grade-level benchmark in reading and math.

Second and third grade students with disabilities also showed low performance as compared to students with disabilities in other grade levels.

Which subgroup(s) show a trend toward decreasing performance?

Fewer students who receive special education services in 5th grade met their projected growth on the spring NWEA Math MAP assessment as compared to the winter NWEA Math MAP assessment.

Fewer students who receive special education services in 1st, 3rd, and 5th grade met their projected growth on the spring NWEA Reading MAP assessment as compared to the winter NWEA Reading MAP assessment.

Between which subgroups is the achievement gap becoming greater?

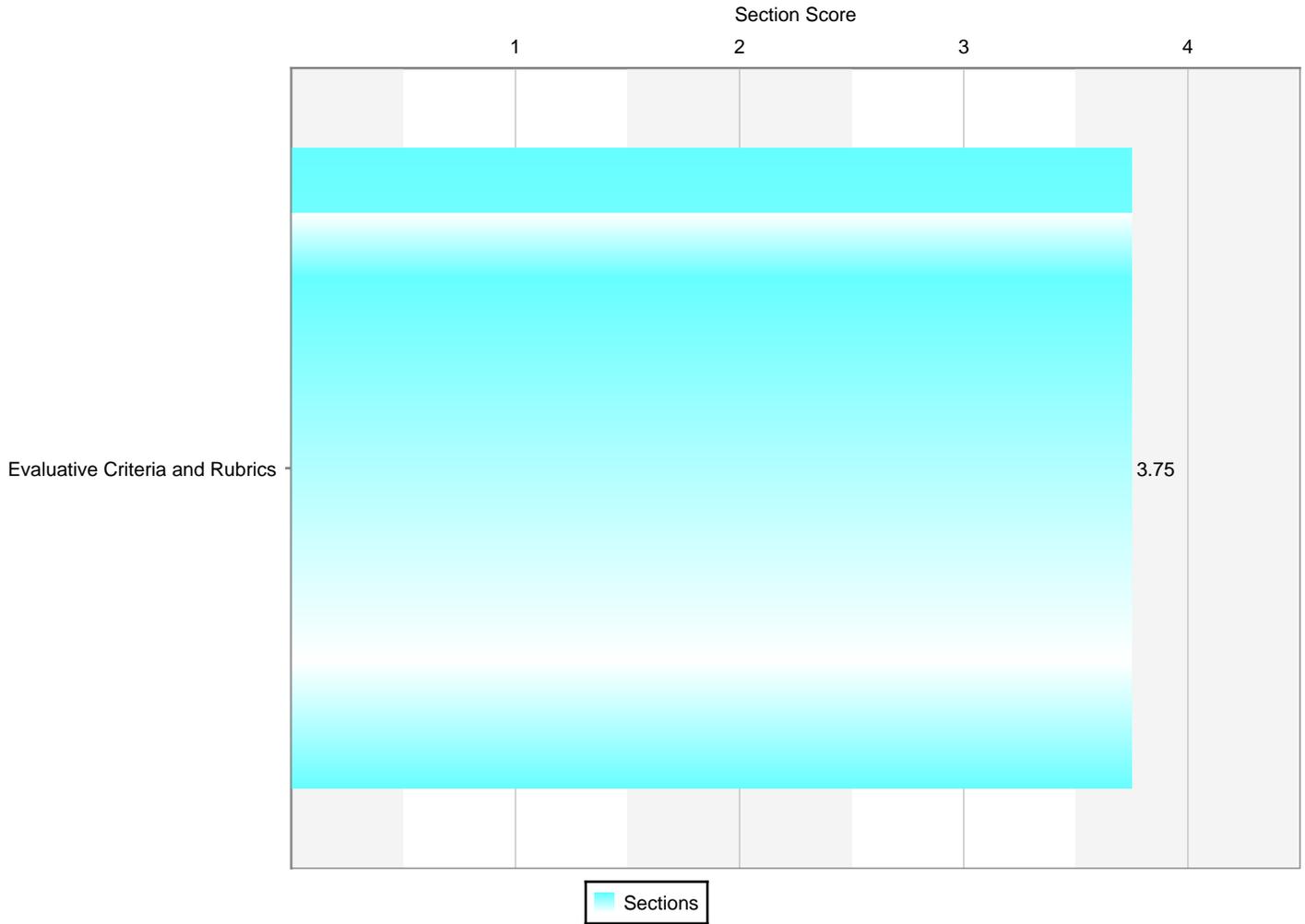
The achievement gap between 2nd and 3rd grade general education students and students with disabilities is becoming greater in reading and math.

Which of the above reported findings are consistent with findings from other data sources?

Student achievement reports from NWEA show similar trends as data reports from MLPP, DIBELS, DRA, SRI and classroom assessments. These reports show struggling learners are present in the 3rd-5th grades in reading.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to our 2015-16 Grades 3-5 student survey results, our students indicated high levels of satisfaction in the following areas:

- 98% - In my school my teachers want me to do my best work.
- 95% - In my school my principal and teachers want every student to learn.
- 94% - My teachers care about students.
- 93% - My principal and teachers help me to be ready for the next grade.
- 93% - My school has computers to help me learn.
- 92% - My teachers tell me how I should behave and do my work.
- 91% - My school wants children in our school to help each other even if we are not friends.
- 89% - My teachers help me learn things I will need in the future.
- 88% - My teachers tell my family how I am doing in school.
- 88% - My school has many places where I can learn, such as the library.

According to our 2015-16 parent survey results, our families indicated high levels of satisfaction in the following areas:

- 85% - My child is given multiple assessments to measure his/her understanding of what was taught.
- 85% - All of my child's teachers help me to understand my child's progress.
- 85% - All of my child's teachers give work that challenges my child.
- 89% - Our school's purpose statement is clearly focused on student success. Our school has high expectations for students in all classes.
- 89% - All of my child's teachers use a variety of teaching strategies and learning activities. My child has up to date computers and other technology to learn.
- 89% - All of my child's teachers report on my child's progress in easy to understand language.
- 91% - Our school provides a safe learning environment.
- 91% - Our school has high expectations for students in all classes.
- 91% - Our school provides an adequate supply of learning resources that are current and in good condition. Our school provides students with access to a variety of information resources to support their learning.
- 92% - Our school provides qualified staff members to support student learning.
- 94% - My child knows the expectations for learning in all classes. Our school ensures that the facilities support student learning.

According to our staff survey results, our staff indicated their highest levels of satisfaction (90% or higher) in the following areas:

- Our school's purpose statement is clearly focused on student success.
- Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- Our school's leaders provide opportunities for stakeholders to be involved in the school.
- All teachers in our school monitor and adjust curriculum instruction, and assessment based on data from student assessments and examination of professional practices.
- All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
- In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

School Improvement Plan

Voyager Elementary School

- In our school, all staff members use student data to address the unique learning needs of all students.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Comparing the Parent Surveys for 2014-2015 and 2015-2016, the overall satisfaction score has increased from last year (+.10). All Standards 1-5 have shown an increased score in overall rating from last year.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Staff and Student surveys both have "Standard 1: Purpose and Direction" as their highest overall scoring area. Standard 5: Using Results for Continuous Improvement have consistent findings between the two surveys. Our Parent survey results from 2014-2015 scores are consistent with the Staff survey results from 2015-2016. Our overall scores for the Parent and Staff survey results are both very close in scores.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

According to our 2015-16 Grades 3-5 student survey results, our students indicated the lowest levels of satisfaction in the following areas:

32% - My principal and teachers ask me what I think about school.

65% - In my school students treat adults with respect.

66% - In my school I am treated fairly.

68% - My teachers ask my family to come to school activities.

According to our 2015-16 parent survey results, our families indicated low levels of satisfaction in the following areas:

Scoring only 55% Strongly Agree and Agree: Our school's purpose statement is formally reviewed and revised with involvement from parents.

61% - Our school's governing body does not interfere with the operation or leadership of our school.

66% - My child sees a relationship between what is being taught and his/her everyday life.

68% - Our school provides excellent support services (e.g., counseling, and/or career planning).

69% - All of my child's teachers meet his/her learning needs by individualizing instruction.

According to our 2015-16 staff survey results, our staff members indicated low levels of satisfaction in the following areas:

Scoring only 23% Strongly Agree and Agree: In our school, a formal process is in place to support new staff members in their professional practice, came in as the lowest area of satisfaction.

Scoring only 40% Strongly Agree and Agree: Our school provides opportunities for students to participate in activities that interest them, came in as one of the lowest areas of satisfaction.

Scoring only 43% Strongly Agree and Agree: All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Scoring only 50% Strongly Agree and Agree: All teachers in our school use a variety of technologies as instructional resources.

Scoring only 60% Strongly Agree and Agree: In our school, a professional learning program is designed to build capacity among all professional and support staff members.

Scoring only 63% Strongly Agree and Agree: In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Scoring only 63% Strongly Agree and Agree: In our school, staff members provide peer coaching to teachers.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Comparing our Parent Surveys from 2014-2015 and 2015-2016, all Standards 1-5 have increased their overall scores from the previous year.

What are the implications for these stakeholder perceptions?

"Standard 1: Purpose and Direction" is the lowest score on our Parent Survey. Even though our overall score in that area is 4.01 out of 5.0.

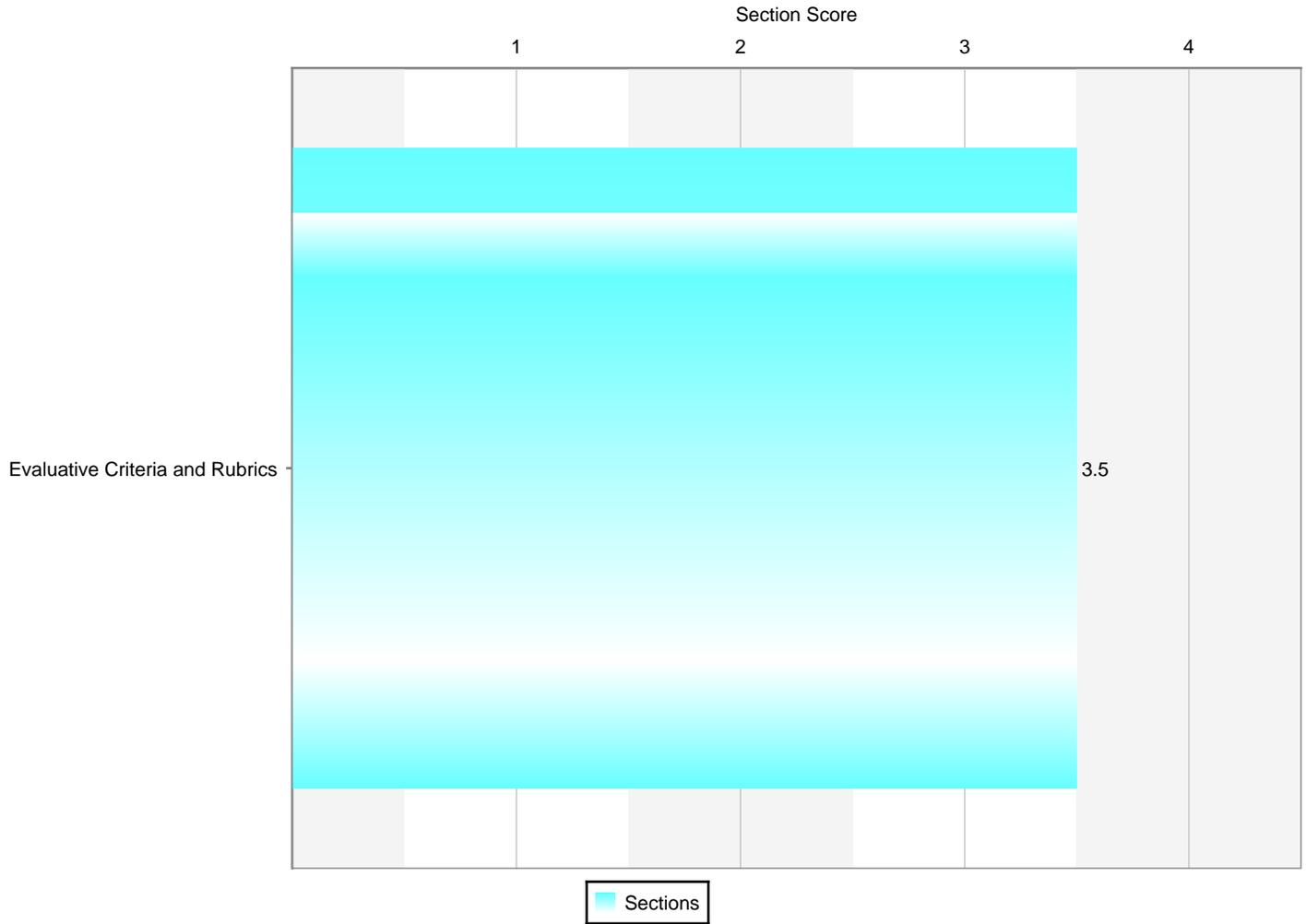
The implication for these stakeholders perceptions are that we need to communicate and formally review and revise our school's purpose statement with involvement from parents. Only 55% of our parents Strongly Agreed/Agreed that our school does that. This way parents will feel more aware and involved in our schools purpose statement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

"Standard 3: Teaching and Assessing for Learning" is a consistent lower score comparing the different standards.

Report Summary

Scores By Section



School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Student enrollment as a district has decreased consistently in the last three years due to economic decline in the state of Michigan, lower birthrate, and school of choice. At Voyager, in 2013-14 we had 518 students enrolled. In 2014-2015 our enrollment decreased to 495. In 2015-2016, our enrollment went back up to 504 students. Our enrollment increased by 1% from the previous year. The enrollment of economically disadvantaged students and students who require special education services has increased.

Student Demographic Data

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

Student attendance rates hold steady at 96%-97% over a three year trend.

Student Demographic Data

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

There has been a decrease in the number of discipline referrals outside the classroom over the last three years. The number of out-of-school suspensions have decreased this school year by half compared to the previous two school years. However, the types of behaviors being identified as aggressive behaviors are increasing. Increased aggressive behaviors in our upper elementary grades 3-5 students presents a challenge. 100% of our out-of-school suspensions have been for students who receive special education services. These suspensions are related to physically behavior.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Our school utilizes At-Risk funds to provide intervention for students who are found to be struggling due to multiple factors. Special education and general education teachers are provided with professional development training in order to increase their knowledge and skills while working in inclusive classroom environments. More than half of the faculty have attended or will be attending Capturing Kids' Hearts training. In addition, teacher leaders will be attending Critical Friends training. We are experiencing an increase of crisis calls for students who receive special education support. As a result, we will work to provide additional behavioral management training for our general education teachers.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

The number of years of teaching and administrative experience impacts student achievement by bringing educators with different leadership and teaching styles into the classrooms. The instructors poses an array of instructional practices. Most of our teachers and school leaders have between 15-30+ years of teaching experience. The wealth of experience has attributed to the high academic achievement of the students and has helped close the educational gap among our students who receive special education, students who receive at-risk support and the general population.

Teacher/School Leader(s) Demographic Data

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

We have a high degree of teachers with longevity in the building and in the teaching profession. They are able to add-on to their professional learning year after year, transferring their learning to their instruction and ultimately to their students. This leads to greater student success. We have had a small number of beginning teachers come to Voyager. They have brought a fresh, new perspective to established instructional strategies. The combination of seasoned teachers and beginning teachers creates an educational environment conducive to meeting the individual needs of our learners. This is evident with our LESA ancillary support team.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

When our teacher and school leaders are out due to professional development, they are building upon their instructional craft. They are able to bring this new knowledge of best practices back to our teachers. This teacher leadership model stretches learning and achievement in our building. Personal illness absences do not affect student achievement because highly qualified substitute teachers follow individual lesson plans left by teacher leaders.

Teacher/School Leader(s) Demographic Data

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

Teacher absences may have a negative impact on student achieve because it disrupts continuity in the instructional environment. The teachers in our school take great care to ensure that our guest teachers are prepared for their day in our building.

Teacher/School Leader(s) Demographic Data

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

We do not have any challenges regarding teacher/school leader demographics therefore no actions are needed.

Process Data

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

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

All of the standards have a score higher than 3.5. The two areas we scored a 4 in are:

Standard 2: Governance and Leadership

Standard 5: Using Results for Continuous Improvement.

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

The standard we scored the lowest in was:

Standard 4: Resources and Support Systems with a score of 3.57.

12. How might these challenges impact student achievement?

Student achievement may be impacted due to the amount of communication with stakeholders. Stakeholders may increase their involvement if they are more aware of the current progress students are making, and as a result, students may be held more accountable for their learning. The resources Voyager Elementary School receives beyond our general education fund are acquired through the 31-A state grant. This funding source supports our At-Risk program.

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

These challenges will be addressed in our School Improvement Plan through the goal: Learn to implement data protocols through the MTSS framework.

At Voyager Elementary School, we have support staff to help meet the physical, social, and emotional needs of the student population we serve. Throughout the school week we have a variety of support staff in our building. We have a part-time school counselor to support emotional needs of our students. Our school social worker provides social and behavioral support to our learners. We have a speech and language pathologist, occupational therapist, school psychologist, special education teachers, and At-Risk intervention specialist working together to educate and meet individual needs of all students.

The technology infrastructure supports Voyager's teaching, learning and operational needs. Howell community residents approved a technology bond. HPS has a technology plan to increase the use of technology in our classrooms. This is a district initiative and will filter through to the school level. Voyager Elementary School currently has 5 Chrome Carts for use in grades K-5.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have full access to intervention programs. Students are identified using universal screeners and progress monitor data. Students are ranked using multiple data sources. This is a factor for determining eligibility for At-Risk support. Students who receive At-Risk services receive support in addition to their classroom instruction for reading in the content areas (social studies and science) and for mathematics.

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

Our enrichment block (45-60 minutes in length) provides extended learning opportunities for all students in kindergarten through 5th grade. During this time, students are actively involved in individualized educational opportunities to enhance their educational program.

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

All students' achievement data is ranked according to proficiency and compared to state and district benchmarks. Students who are in grade 3-5 and who are below benchmark in either math and reading qualify for At-Risk services. In grades K-2, students who demonstrate two or more risk factors qualify for At-Risk services. The progress of students who qualify for At-Risk support is monitored to assure achievement. At-Risk support is in addition to the academic instruction within the classroom.

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

Students in grades K-8 follow the Michigan Grade-Level Content Expectations cross-referenced to the Common Core Standards in math and English. To ensure an adequate timeline for instruction, the HPS staff has chosen the standards they believe to be most important and have created our district Scope & Sequence of Essential Skills. Teachers use these to plan in grade-level or department teams to further map out instruction. HPS Administration oversees this process by attending these meetings and by visiting classrooms. Both of these are part of our procedure for ensuring instruction is aligned with our posted curriculum. HPS measures mastery of these standards through multiple means. Faculty members administer formative assessments throughout their course(s) and administer the district's HPS Common Assessments either quarterly or by semester, depending on the course.

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

Not Applicable

Achievement/Outcome Data

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

19a. Reading- Strengths

Using the Northwest Evaluation Association MAP assessment (NWEA), students scored high in the area of reading in kindergarten through fifth grade. Across the K-5 grade levels, reading is a relative strength. Taking into account the "standard error of observed growth" indicator, the percentage of students scoring at or above benchmark for the spring NWEA reading assessment is greater than 60% for each grade level (K: 75%; 1st: 71%; 2nd: 92%; 3rd: 64%; 4th: 77%; 5th: 78%). Students who are eligible for At-Risk services are also making their year's growth in reading (K: 100%; 1st: 92%; 2nd: 88%; 3rd: 89%; 4th: 100%; and 5th: 95%). Fewer students who receive At-Risk services are at spring reading grade-level benchmark (K: 61%; 1st: 42%; 2nd: 80%). More than 50% of students who receive special education services in grades K-2 are meeting grade-level benchmark.

19b. Reading- Challenges

The percentage of students scoring well-below benchmark on the NWEA reading assessment is higher in grades 3-5 (approximately 21%). In addition, approximately 50% of 3-5 grade students receiving special education support are meeting benchmark.

19c. Reading- Trends

Reading continues to be an area of strength. Using NWEA spring reading scores, the percentage of students scoring at or above benchmark has risen for almost all grade levels. Some grade levels have increased the percentage of students at or above benchmark by 15-19% in the recent two years. The percentage of students scoring well below benchmark on the NWEA reading assessment has decreased in grades K- SY 2016-2017

School Improvement Plan

Voyager Elementary School

2 as discovered in the recent School Data Analysis. K-5 NWEA Reading assessment scores are landing between 3.4-10.5 points above the national norm grade-level RIT mean score.

19d. Reading- Summary

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

Reading will be integrated into all goal areas within the School Improvement Plan in order to increase student achievement.

20a. Writing- Strengths

Although writing is a continuous focus within the curriculum, there are no strengths in writing to report at this time.

20b. Writing- Challenges

Using the Northwest Evaluation Association (NWEA) MAP assessment, students scored lower in the area of language usage in second through fifth grades. The percentage of students scoring at or above benchmark for the NWEA Language & Usage assessment (spring) is less than 73% for each grade level (2nd: 68%; 3rd: 63%; 4th: 60%; 5th: 72%).

20c. Writing- Trends

Using the NWEA MAP Language Usage assessment, 60-73% of students in second through fifth grades have remain at or above benchmark over the past two years. Fifth grade is the only grade that improved their language usage scores from last year. They improved their scores by 11%. Grades 2-4 decreased their score between 4-9 percent. On average, 61% the students who receive special education services grades 2-5 made their projected year's growth in the spring 2016. This percentage decreased by 12% from spring 2015.

20d. Writing- Summary

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

Writing will be integrated into all goal areas of the School Improvement Plan in order to increase student achievement. Teachers will learn and implement strategies to teach students to articulate, in writing, higher-level thinking processes.

21a. Math- Strengths

When analyzing the NWEA MAP Math assessment, it was found that students scored high in the area of math in kindergarten through fifth grades. Due to focused instruction and teacher professional development during the current school year, math presents as a relative strength. More than 60% of students scored at or above benchmark for the NWEA MAP Math assessment (spring) at each grade level (K: 89%; 1st: 91%; 2nd: 96%; 3rd: 60%; 4th: 71%; 5th: 81%). Taking into account the "standard error of observed growth" indicator, more than 70% of students made a year's growth (K: 95%; 1st: 97%; 2nd: 98%; 3rd: 71%; 4th: 72%; 5th: 89%). 71% of students who receive special education services in grades K-5 met or exceeded their individual projected growth score. 100% of students who receive special education services in grades K-1 made their projected year's growth (2nd: 50%; 3rd: 40%; 4th: 73%; 5th: 67%). Students who receive At-Risk services are also making their year's growth in math (K: 94%; 1st: 92%; 2nd: 100%; 3rd: 88%; 4th: 73%; 5th: 100%).

21b. Math- Challenges

The percentage of our students not meeting benchmark, and receiving special education services, in grades 3-5 is greater than 66%. The percentage of students making their projected year's growth is less than expected in grade 3 (71%) and grade 4 (72%). In other grade levels, 89% or higher made their projected year's growth.

21c. Math- Trends

Math scores are increasing compared to recent years. Using NWEA spring math scores, the percentage of students scoring at or above benchmark has risen for almost all grade levels. In grades K-2, the percentage of students scoring at grade-level benchmark is greater than 88%. The percentage of students scoring well-below benchmark on the NWEA math assessment has decreased in grades K-2 over the last

two years.

K-2 NWEA MAP Math assessment scores are landing between 9.7-16.2 RIT points above the national norm. Grades 3-4 NWEA MAP Math assessment scores are landing between 0.5-3.7 RIT points above the national norm. Our 5th graders are landing 8.7 RIT points above the national norm on the NWEA MAP Math assessment. Our first and second grade levels have continued to have more than 90% of students meeting their projected year's growth over the past two years. The 3rd and 4th grade students have been our performers (approximately 76% of students have met their projected year's growth over the past two years).

21d. Math- Summary

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

Goal: All students at Voyager will make a year's growth in Mathematics.

Strategy: Teachers will learn and implement formative and summative assessment practices to increase achievement in Mathematics.

Actions: Learn to implement data protocols through the MTSS framework. Learn strategies of assessment for learning through the Seven Strategies book study.

Strategy: Teachers will learn and implement integrated reading and writing to increase achievement in Mathematics.

Actions: Utilize enrichment time to provide differentiated instruction for short-term focus groups. Utilize the At-Risk assistance to support learning. Utilize the At-Risk instructional coach to support learning.

22a. Science- Strengths

The following data has been gathered using the district common assessments for science.

- greater than 80% of students grades 1-5, scored advanced or proficient on all science common assessments.
- 82% of 1st graders scored advanced on the Weather Watchers Lessons 11-16 science common assessment.
- 95% of 2nd graders scored advanced on the Earth's Land and Water science common assessment.
- 82-95% of 2nd graders scored advanced on all science common assessments.
- 95% of 3rd graders scored advanced or proficient on the Earth and Me science common assessment.
- 84% of 4th graders scored advanced on the States of Matter science common assessment.
- 98% of 5th graders scored advanced or proficient on the Objects in the Sky science common assessment.

22b. Science- Challenges

The following data has been gathered using the district common assessments for science:

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- only 60% of 1st graders scored advanced on the Weather Watcher's science common assessment.
- only 37-42% of 3rd graders scored advanced on the Changes in Motion, Light and Sound, and Organisms science common assessments.
- only 58% of 4th graders scored advanced on the Energy Transfer science common assessment.
- only 50% of 5th graders scored advanced on the Forces and Motion science common assessment.

22c. Science- Trends

Looking at the data from the past two years, our science unit challenges and strengths stay the same from year to year. For 5th grade, the Force and Motion assessment is the test that students struggle with most. Fewer students have scored advanced on this assessment than the others science assessments over the past two years. 4th grade continues to have the Energy Transfer science assessment be their lowest advanced scoring percentages. 3rd grade continues to have less than 50% of students score advanced on all science assessments. 2nd grade continues to have more than 80% of students scoring advanced on all science assessments. 1st grade has less than 60% of students scoring advanced on the Weather Watcher's assessment. Overall, the past two year's the percentage of students in grades 1st-5th scoring advanced or proficient is greater 80%.

22d. Science- Summary

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

Goal: All students at Voyager will make a year's growth in Science.

Strategy: Teachers will learn and implement strategies to teach students to articulate, in writing, higher-level thinking processes. Action: Teachers will learn strategies of assessment for learning through the Seven Strategies book study.

23a. Social Studies- Strengths

The following data has been gathered using the district common assessments for social studies:

- More than 80% of students in grades 1st-5th score advanced or proficient.
- 88% of 1st graders scored advanced on the Semester 1 assessment.
- 97% of 2nd graders scored advanced on the Quarter 1 assessment.
- 100% of 2nd graders scored advanced or proficient on the Quarter 1-3 assessments.
- More than 84% of 4th graders scored advanced or proficient on all Quarter 1-4 assessments.
- More than 83% of 5th graders scored advanced or proficient on the Semester 1 & 2 assessments.

23b. Social Studies- Challenges

52% of 5th graders scored advanced on the Semester 1 assessment.

33-44% of 4th graders scored advanced on Quarter 1 and Quarter 3 assessments.

29-51% of 3rd graders scored advanced on Quarter 1-4 assessments.

23c. Social Studies- Trends

Looking at the data from the past two years, our social studies unit challenges and strengths stay the same from year to year. For 5th grade, students score the lowest on the Semester 1 assessment. Fourth grade students score the lowest on Quarter 1 and 3 assessments. Less than 51% of 3rd grade students score advanced on all social studies quarterly assessments. Second grade continues to have 97% of students scoring advanced on the Quarter 1 assessment. First grade has 88% of students scoring advanced on the Semester 1 assessment. Overall, more than 70% of students have scored advanced or proficient on the social studies common assessments.

23d. Social Studies- Summary

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

Goal: All students at Voyager will make a year's growth in Social Studies.

Strategy: Teachers will learn and implement strategies to teach students to articulate, in writing, higher-level thinking processes. Action: Learn strategies of assessment for learning through the Seven Strategies book study.

Perception Data

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

24a. Student Perception Data

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

According to our 2015-16 Grades 3-5 student survey results, our students indicated high levels of satisfaction in the following areas:

- 98% - In my school my teachers want me to do my best work.
- 95% - In my school my principal and teachers want every student to learn.
- 94% - My teachers care about students.
- 93% - My principal and teachers help me to be ready for the next grade.
- 93% - My school has computers to help me learn.
- 92% - My teachers tell me how I should behave and do my work.
- 91% - My school wants children in our school to help each other even if we are not friends.
- 89% - My teachers help me learn things I will need in the future.
- 88% - My teachers tell my family how I am doing in school.
- 88% - My school has many places where I can learn, such as the library.

24b. Student Perception Data

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

According to our 2015-16 Grades 3-5 student survey results, our students indicated the lowest levels of satisfaction in the following areas:

- 32% - My principal and teachers ask me what I think about school.
- 65% - In my school students treat adults with respect.
- 66% - In my school I am treated fairly.
- 68% - My teachers ask my family to come to school activities.

24c. Student Perception Data

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

Voyager staff members believe that all students should have a positive perception of school. Our administrator and teachers will continue to survey students concerning their beliefs toward school. Student Council members will also continue to speak with their peers about the needs, wants, and interests of students within the building.

25a. Parent/Guardian Perception Data

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

According to our 2015-16 parent survey results, our families indicated high levels of satisfaction in the following areas:

85% - My child is given multiple assessments to measure his/her understanding of what was taught.

85% - All of my child's teachers help me to understand my child's progress.

85% - All of my child's teachers give work that challenges my child.

89% - Our school's purpose statement is clearly focused on student success. Our school has high expectations for students in all classes.

89% - All of my child's teachers use a variety of teaching strategies and learning activities. My child has up to date computers and other technology to learn.

89% - All of my child's teachers report on my child's progress in easy to understand language.

91% - Our school provides a safe learning environment.

91% - Our school has high expectations for students in all classes.

91% - Our school provides an adequate supply of learning resources that are current and in good condition. Our school provides students with access to a variety of information resources to support their learning.

92% - Our school provides qualified staff members to support student learning.

94% - My child knows the expectations for learning in all classes. Our school ensures that the facilities support student learning.

25b. Parent/Guardian Perception Data

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

According to our 2015-16 parent survey results, our families indicated low levels of satisfaction in the following areas:

Only 55% Strongly Agree and Agree that our school's purpose statement is formally reviewed and revised with involvement from parents.

61% - Our school's governing body does not interfere with the operation or leadership of our school.

66% - My child sees a relationship between what is being taught and his/her everyday life.

68% - Our school provides excellent support services (e.g., counseling, and/or career planning).

69% - All of my child's teachers meet his/her learning needs by individualizing instruction.

25c. Parent/Guardian Perception Data

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

Our school counselor will be available for all students who need support. Parents are welcome to request support at anytime. We will add this to our first newsletter of the school year and periodically throughout the year. Teachers in our school are consistently differentiating instruction to meet the needs of individual learners. Teachers will continue to relate the content they're teaching to real world examples and to how it relates to each learner's everyday life. Teachers will continue to communicate with parents in regards to the individual instruction students are receiving. In addition, parents with students who receive At-Risk support will be notified when this occurs. Our school's PTO, as well as our teaching staff, will continue to work together towards providing students with activities that interest them. These activities will be advertised in teacher and school-wide newsletters, flyers, and on the Voyager PTO website. Teachers, parents and students will be given the

opportunity to share their ideas with Voyager's administrator, staff and through our PTO.

26a. Teacher/Staff Perception Data

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

According to our staff survey results, our staff indicated their highest levels of satisfaction (90% or higher) in the following areas:

- Our school's purpose statement is clearly focused on student success.
- Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- Our school's leaders provide opportunities for stakeholders to be involved in the school.
- All teachers in our school monitor and adjust curriculum instruction, and assessment based on data from student assessments and examination of professional practices.
- All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
- In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
- In our school, all staff members use student data to address the unique learning needs of all students.

26b. Teacher/Staff Perception Data

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

Scoring only 23% Strongly Agree and Agree: In our school, a formal process is in place to support new staff members in their professional practice, came in as the lowest area of satisfaction.

Scoring only 40% Strongly Agree and Agree: Our school provides opportunities for students to participate in activities that interest them, came in as one of the lowest areas of satisfaction.

Scoring only 43% Strongly Agree and Agree: All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Scoring only 50% Strongly Agree and Agree: All teachers in our school use a variety of technologies as instructional resources.

Scoring only 60% Strongly Agree and Agree: In our school, a professional learning program is designed to build capacity among all professional and support staff members.

Scoring only 63% Strongly Agree and Agree: In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Scoring only 63% Strongly Agree and Agree: In our school, staff members provide peer coaching to teachers.

26c. Teacher/Staff Perception Data

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

Our school's PTO, as well as our teaching staff, continue to work together towards providing students with activities that interest them. These

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activities are advertised in teacher and school-wide newsletters, flyers, and on the Voyager PTO website. Teachers, parents and students are often given the opportunity to share their ideas with Voyager's administrator, other staff members and through PTO. Teachers will continue to receive training on new technology to utilize in the classroom. Howell community residents approved a technology bond in November of 2015. HPS has a technology plan to increase the use of technology in our classrooms. This is a district initiative and will filter through to the school level. Voyager Elementary School currently has 5 Chrome Carts for use in grades K-5. Teachers will be given more opportunities to share their ideas for improvement with administration and staff members. Newer teachers have mentors assigned to them, and they have grade-level teachers with whom to work. In addition, they have endless opportunities to share and meet with administration if needed.

27a. Stakeholder/Community Perception Data

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

Not Applicable

27b. Stakeholder/Community Perception Data

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

Not Applicable

27c. Stakeholder/Community Perception Data

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

Not Applicable

Summary

28a. Summary

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

We have a high degree of teachers with longevity in the teaching profession and in the building. They are able to add-on to their professional learning year after year, transferring their learning to their instruction and ultimately to their students. This leads to greater student success. We have hired very few beginning teachers. Yet, the ones hired have brought fresh, new perspective to established instructional strategies. The combination of seasoned teachers and beginning teachers creates an educational environment conducive to meeting the individual needs of our learners. Our students continue to make academic gains in all areas: reading, math, science and social studies. Our strengths in reading are carried over into each area of the curriculum. Although our math scores are improving, math has been a challenge for many of our students. This year we have focused a great deal of support on student achievement in math, and our data proves that to be a successful intervention. Common assessments in both science and social studies provide challenges for our students within content specific areas. Focusing on these challenges will be part of our school improvement plan. In addition, students, parents and teacher perceptions of our school show both strengths and challenges. Our students, parents and staff feel positive about the direction our school is headed. They feel supported and safe in our school environment. Students, parents and teachers continue to verbalize a need for opportunities for students to participate in activities that interest them. Opportunities to share ideas will continue for students, parents and staff.

28b. Summary

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

The number of years of teaching and administrative experience impacts student achievement by bringing leaders who have different leadership and educational styles into the classrooms. This provide teachers who poses an array of instructional practices. We have a high degree of teachers with longevity in the teaching profession and in the building. They are able to further develop their professional learning year after year, transferring their learning to their instruction and ultimately to their students. This leads to greater student success. The combination of seasoned teachers and beginning teachers creates an educational environment conducive to meeting the individual needs of our students. When our teacher leaders are out due to professional development, they are building upon their instructional craft. They are able to bring this new knowledge of best practices back to our teachers. This teacher leadership model stretches learning and achievement in our building. Student achievement may be impacted due to the amount of communication with stakeholders. Stakeholders may increase their involvement if they are more aware of the current progress students are making. As a result, students may be held more accountable for their learning. Student, staff and parent perceptions of our school are very important to us. Students', parents' and teacher perceptions of school events, the nature of teachers' expectations, and the patterns of interaction between students and teachers have an impact on each one's academic attitudes and behaviors. Interpersonal interactions between teachers and students may contribute to student underachievement. As a school, we need to focus on continuing to create positive interactions within our building.

28c. Summary

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

Each of the challenges will be addressed in our school improvement plan's goals and strategies. In the area of math, our school improvement goal states: All students at Voyager will make a year's growth in mathematics. The following strategy will be implemented in order to meet this goal: Teachers will learn and implement formative and summative assessment practices to increase achievement in mathematics. Teachers will learn to implement data protocols through the MTSS framework, and teachers will learn strategies of assessment for learning through the Seven Strategies book study. Additional strategies in math include: Teachers will learn and implement integrated reading and writing to increase achievement in Mathematics. Teachers will utilize enrichment time to provide differentiated instruction for short-term focus groups as well as utilize the At-Risk assistance and instructional coach to support learning.

In the area of science and social studies, our school improvement goals state: All students at Voyager will make a year's growth in science and social studies. The following strategy will be implemented in order to meet this goal: Teachers will learn and implement strategies to teach students to articulate, in writing, higher-level thinking processes. Teachers will learn strategies of assessment for learning through the Seven Strategies book study.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	http://www.howellschools.com/files/filesystem/1415VOAER.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Voyager Elementary School is a Kindergarten through Fifth Grade building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Voyager Elementary School is a Kindergarten through Fifth Grade building.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Liza Kelly Executive Director of Labor-Relations and Personnel 411 N. Highlander Way Howell, Michigan 48843 517-548-6241	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We are not a Title I building.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	At-Risk 31-A does not require a School-Parent Compact. Parents are informed of At-Risk support, but there is not a compact.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

2016-2017 VOY School Improvement Plan

Overview

Plan Name

2016-2017 VOY School Improvement Plan

Plan Description

The information in this document serves as the basis for the school improvement process for the 2016-2017 school year at Voyager Elementary School.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Voyager will make a year's growth in Mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$163424
2	All students at Voyager will make a year's growth in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Voyager will make a year's growth in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Voyager will make a year’s growth in Mathematics.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in mathematical processes in Mathematics by 06/30/2017 as measured by state assessments, formative assessments and summative assessments..

Strategy 1:

Formative and Summative Assessment - Teachers will learn and implement formative and summative assessment practices to increase achievement in mathematics.

Category: Mathematics

Research Cited: Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

Marzano, R.; Pickering, D.; Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to implement data protocols through the MTSS framework to ensure that academic needs are being met.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Participate in a book study of "Seven Strategies of Assessment for Learning."	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to use and integrate a new data warehouse program and new technology into their instructional practice and document and analyze academic achievement.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

Strategy 2:

Integrated Reading and Writing - Teachers will learn and implement integrated reading and writing to increase achievement in Mathematics.

Category: Mathematics

Research Cited: Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

Marzano, R.; Pickering, D.; Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Enrichment Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Voyager Elementary School

Utilize enrichment time to provide differentiated instruction for short-term focus groups.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
Activity - At-Risk Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the At-Risk assistance to support learning.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$32910	Section 31a	Our Administrator and our Instructional Coach will be responsible for this activity.
Activity - At-Risk Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the At-Risk instructional coach to support learning.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$130514	Section 31a	Our Administrator and our Instructional Coach will be responsible for this activity.

Goal 2: All students at Voyager will make a year's growth in Science.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in Science by 06/30/2015 as measured by state assessments, formative assessments and summative assessments..

School Improvement Plan

Voyager Elementary School

Strategy 1:

Formative and Summative Assessment - Teachers will learn and implement formative and summative assessment practices to increase achievement in science.

Category: Science

Research Cited: Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

Marzano, R.; Pickering, D.; Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn strategies of assessment for learning through the "Seven Strategies of Assessment for Learning" book study.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

Goal 3: All students at Voyager will make a year's growth in Social Studies.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in Social Studies by 06/30/2015 as measured by state assessments, formative assessments and summative assessments..

Strategy 1:

Formative and Summative Assessment - Teachers will learn and implement formative and summative assessment practices to increase achievement in social studies.

Category: Social Studies

Research Cited: Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

Marzano, R.; Pickering, D.; Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA:

School Improvement Plan

Voyager Elementary School

ASCD.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn strategies of assessment for learning through the "Seven Strategies of Assessment for Learning" book study.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Learn strategies of assessment for learning through the "Seven Strategies of Assessment for Learning" book study.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
Technology	Learn to use and integrate a new data warehouse program and new technology into their instructional practice and document and analyze academic achievement.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
MTSS	Learn to implement data protocols through the MTSS framework to ensure that academic needs are being met.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

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Book Study	Learn strategies of assessment for learning through the "Seven Strategies of Assessment for Learning" book study.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
Book Study	Participate in a book study of "Seven Strategies of Assessment for Learning."	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.
Enrichment Time	Utilize enrichment time to provide differentiated instruction for short-term focus groups.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Our Administrator, Instructional Coach, Data Team Leader and faculty will be responsible for this activity.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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At-Risk Assistance	Utilize the At-Risk assistance to support learning.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$32910	Our Administrator and our Instructional Coach will be responsible for this activity.
At-Risk Instructional Coach	Utilize the At-Risk instructional coach to support learning.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$130514	Our Administrator and our Instructional Coach will be responsible for this activity.