



1/8/2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for the West Village Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Brad Miller, Building Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3qpKbTJ>

Or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools do not identify with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support Improvement (TSI). West Village has developed a comprehensive plan to address the needs of the identified sub-group. The plan involves identifying the students that are in this sub-group, creating an intervention plan based on their NWEA Learning Path so that pre-requisites skills not mastered can be mastered. For students that do not see improvement from this process, a Tier 2 intervention plan is created. The Individual Reading Intervention Plan (IRIP) or the Individual Math Intervention Plan is created for the purpose of highlighting as well as tracking the those standards identified from the Learning Path then more intensive attention. The goal is to have progress monitoring with the expectation of improved outcomes for all grade level standards for English Language Arts and Mathematics.

The Academy will employ the following strategies in the school-wide plan which will focus on helping ALL students reach the State's standards: The Academy will implement virtual and remote learning. Teachers will utilize best practices for whole group and small group instruction that focuses on both math and reading, reinforcing basic skills through differentiation (small group and one-on-one), technology and extended learning opportunities for all students (at-risk, average, and advanced) in order to deepen their understanding of concepts. The Academy believes that parents and teachers share many roles. The Academy provides developmental activities during curriculum nights to support all parents in their ability to assist in the education of their students to improve their child's skills in all core content areas. The Academy Staff will provide additional learning opportunities for students furthest from the targets of the state and local assessments to improve skill levels in core content areas. Teachers continually review data at the end of each testing cycle to identify students who may need additional assistance in a smaller group setting. The Dean of Students supports school-wide Restorative Practices for the purpose of reducing out of school suspensions. It is also employed to support the positive school community relations in addition to conflict resolutions. The school social worker will

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help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations to improve academic achievement.

While we celebrate the growth of the students, the Academy continues to strive for greater student achievement in all academic areas for all students. The following initiatives will continue to assist the students in reaching their highest level of performance.

- After school intervention and enrichment programs
- Sylvan Learning Center Reading Intervention Program
- Reading and Mathematics Specialist during the school day
- Online Interventions classes
- Math Intervention Support classes
- Instructional Coaching for Teachers

State law requires that we also report additional information.

#### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

- The Academy shall make a reasonable effort to advertise its enrollment openings.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Authorizer.

#### **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

- The Academy's School Improvement Team meets during weekly staff meetings and during weekly PLC's meetings to update the 3–5-year School Improvement Plan.
- The goals and objectives of the school improvement plan are as follows:
  - a. At least 50% of students who have been with the academy for 3 years or more will be proficient in English Language Arts, mathematics, social studies, science, and writing.
  - b. The median growth of all students will be at or above 50% as measured by MAP/NWEA.
  - c. Students will demonstrate 10% growth in English Language Arts, mathematics, social studies, science, and writing as measured by M-STEP.

- d. The Academy has incorporated extended instructional time for English Language Arts and mathematics across all grade levels to ensure students are becoming competent in these areas at each grade level. In addition, rigorous intervention plans have been developed for all grade levels to meet the needs of ALL students.
- e. Students in grade K-3 who are at or below 50% in reading, have been given individual reading improvement plans (IRIP). Additional intervention resources and support has been provided for students who fall below the threshold. All K-3 parents have been notified about the “Read by Three Law” and have taken steps to support the students’ success.

**3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

The Academy has a curriculum for the core content areas (English Language Arts- includes reading, listening, writing, and vocabulary, mathematics, social studies, and science). Additionally, the Academy has curriculum for foreign language, technology, and physical education/health. A copy of the curriculum is available in the main office of the school, upon request and on the school’s website.

**4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

The Academy receives a Performance Impact Report from the Authorizer (Central Michigan University). This is a FALL to Fall Composite Report.

2019	43% of the students met the target in Reading.
2020	45% of the students met the target in Reading.
2021	During the 2020-21 school year, the assessments taken by students in CMU partner schools were not used for evaluation and accountability purposes and therefore are not being made available to the public at the individual school level. Our team has utilized the 2020-21 assessment results from the entire CMU portfolio of schools to do extensive research and analysis to better understand the pandemic’s impact on student performance and growth. To view the assessment data and analysis for the CMU portfolio of schools, please visit <a href="https://www.thecenterforcharters.org/research-and-analysis">https://www.thecenterforcharters.org/research-and-analysis</a>
2022	41% of the students met the target in Reading.
2023	47% of the students met the target in Reading.
2019	40% of the students met the target in Mathematics
2020	29% of the students met the target in Mathematics
2021	During the 2020-21 school year, the assessments taken by students in CMU partner schools were not used for evaluation and accountability purposes and therefore are not being made available to the public at the individual school level. Our team has utilized the 2020-21 assessment results from the entire CMU portfolio of schools to do extensive research and analysis to better understand the pandemic’s impact on student performance

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2022 46% of the students met the target in Mathematics  
2023 42% of the students met the target in Mathematics

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- During the 2019-2020 Parent Teacher Conferences data was as follows:
  - Fall 2020 conferences: 244 students represented 69% attendance
  - Spring 2019 Conferences: 165 students represented 55% attendance
- During the 2020-2021 Parent Teacher Conferences data was as follows:
  - Fall 2021 Conferences: 290 students represented at conferences for 77%
  - Spring 2020 Conferences: 261 students represented at 70%
- During the 2021-2022 Parent Teacher Conferences data was as follows:
  - Fall 2022 Conferences and Spring Conferences were conducted through the Cycles of Instruction. Parents were provided virtual opportunities to discuss student progress throughout the year because the primary mode of instruction for all students was virtual.
  - Spring Conferences will be discontinued school wide. Conferences will be held with the admin team in case of retention moving forward.
- During the 2022-23 Parent Teacher Conferences data was as follows:
  - Fall 2022 Conferences: 242 students represented at 83%
- During the 2023-24 Parent Teacher Conferences data was as follows:
  - Fall 2023 Conferences: 264 students represented at 62%

The Academy appreciates all stakeholders who contributed to our growth this academic year and encourages you to continue to support our students, staff, and families.

Educationally,

Brad L Miller, Ed.S.