

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Gary Robert Court

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name James B. Angell Elementary School

(As it should appear in the official records)

School Mailing Address 1608 South University Avenue

(If address is P.O. Box, also include street address.)

City Ann Arbor State MI Zip Code+4 (9 digits total) 48104-2619

County Washtenaw County State School Code Number* 00099

Telephone 734-994-1907 Fax 734-994-8938

Web site/URL http://angell.a2schools.org E-mail court@aaps.k12.mi.us

Facebook Page

https://www.facebook.com/AngellElementarySch

Twitter Handle ool Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Jeanice Swift

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: swift@aaps.k12.mi.us

Other)

District Name Ann Arbor Public Schools Tel. 734-994-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Deborah Mexicotte

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 21 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 31 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	36	41	77
1	21	31	52
2	24	35	59
3	25	35	60
4	16	25	41
5	17	20	37
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	139	187	326

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 28 % Asian
 - 7 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 16%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1	289
(5) Total transferred students in row (3) divided by total students in row (4)	0.163
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 20 %
66 Total number ELL
 Number of non-English languages represented: 28
 Specify non-English languages: Spanish, German, Chinese, Korean, Japanese, Portuguese, French, Arabic, Danish, Finnish, Greek, Vietnamese, Turkish, Urdu, Tamil, Telegu, Sinhalese, Russian, Farsi, Romanian, Hindi, Mandarin, Cantonese, Hebrew, Bengali, Malayalam, Persian, Palestinian.
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 56

Information for Public Schools Only - Data Provided by the State

The state has reported that 45 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>8</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	98%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Angell School provides an exceptional education that focuses on: • academic excellence• supportive relationships• challenging enrichment• personal responsibility and respectful behavior in an international learning community.

PART III – SUMMARY

We are the Angell Eagles, we soar high to achieve the uncommon. Our goal is to instill a responsible and inquisitive nature in our ever-growing and learning students. We foster within each student the desire to care, lead, and inspire.

Angell Elementary is the oldest elementary school in Ann Arbor, built in 1923 and located near the central campus of the University of Michigan. We are named after the longest serving President of the University of Michigan, James B. Angell. We have adopted one of his statements as our mission: "To provide an uncommon education to the common man." We have a diverse student population and serve four distinct neighborhoods of a wide socio-economic level.

We have students coming from homes which are 17% economically disadvantaged. Also, 20% of our students do not speak English and are learning English through Angell. Twenty-eight percent (28%) of our students are Asian, 55% Caucasian, 7% African American, and 6% Hispanic. We have over 28 languages represented in our school. We thrive on our diversity.

Teachers recognize the tremendous opportunity that this dramatic cultural diversity presents. They incorporate it into their daily classroom teaching. One example of how we embrace our multi-cultural heritage is through a yearly event called International Night. This is an event where teachers, students, and parents come together to learn, share, and celebrate with each other. Over 42 countries are represented.

Other traditions that highlight the distinctive characteristics of Angell include our commitment to vocal music and theater. Every spring students from each grade level rehearse and perform a musical—five distinct shows in all. The Angell Academic Games team has won the annual state tournament for the last four years in a row, which is a feat that no other school has accomplished in the 41 year history of the Academic Games. In addition, we have established a tradition of taking all of our 5th grade students on a four day camping trip to the Straits of Mackinac. This is a culminating event in the study of Michigan physical and cultural geography and history, as well as celebrating their time at Angell. We are very proud that all students who want to participate in these activities may do so; there are no tryouts or financial barriers that prevent any student from participating in any of these outstanding events.

We feel strongly that students deserve to be exposed to higher level thinking, enriched arts and music, sophisticated science and mathematics, problem-solving, and exploration of the social sciences. To that end, we have an enrichment program that serves every student in the school. The program exposes students to cultural and performing arts experiences in their community, as well as small group instructional programs led by expert community members. This program is funded by the School Improvement fund, as well as the PTO, another example of the strong parent-school relationship we enjoy.

We have a highly collaborative teaching staff. Teachers work to align their instruction, specifically in expository writing. All staff, including teaching assistants, spent two days in August receiving specialized training in order to use the EmPOWER writing method. Each grade level employs the same collection of teaching constructs to ensure continuity for students as they travel through Angell. For students who require extra time and attention, we use tutors from the University of Michigan, parents, and volunteers from the Rotary Club. Each tutor is assigned a specific student and works closely with teachers to target specific needs. The students benefit both relationally and academically from these practices.

Parent involvement has been a long-standing and essential component to the success of our school community. The parents support their children and the school in a variety of ways. There is high level of participation in the opening day festivities. Parents also have an opportunity to meet their child's classmates and families during two school picnics. There are parents in and out of the school and classrooms regularly. Our commitment to parent involvement has a positive impact on students and families within our community.

All of this results in measurable success. Angell received Reward School Recognition in 2013, one of 345 in the State of Michigan. Angell was designated a “Beating the Odds” School for three years in a row beginning in 2011. Angell ranks in the top 1% of 2,362 schools in Michigan, and Bridge Magazine rated Angell as an Academic Champ School in 2014. Our location in Ann Arbor provides a demographic unique to Angell Elementary.

If the the mission of the National Blue Ribbon program is to recognize highly performing and committed students who are consistently nurtured and motivated and taught by exceptionally committed staff and families, then Angell Elementary is truly deserving of this award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

English/reading language arts:

The K-5 Literacy Framework is based on the work of Marie Clay, Irene Fountas, and Gay Su Pinnell. In grades K-2, students are taught to use these three systems through immersion in four key areas as they learn to read. Emphasis is on expanding and deepening students' vocabulary knowledge, comprehension strategies, and response to literature. Students learn strategies to bring meaning to the author's text through choral reading and using punctuation to interpret the author's message. During guided reading, students are placed in flexible, small groups to learn specific strategies for interacting with print at their instructional level. The teacher provides guided, scaffolded support to meet the students' ongoing changing learning needs. Independent Reading provides many experiences with authentic text in order to build a reading process. Students have daily experiences reading texts to build fluency, learn a large number of vocabulary words, and gain control of making meaning on the run while decoding words.

In grades 3-5, students engage in a daily Reader's Workshop. The workshop begins with a whole-class mini lesson where students are taught strategies to process and comprehend different genres to notice and anticipate features, structures, and elements used by writers that they then apply during the independent reading session. During this time, the teacher meets with small groups for differentiated instruction. These small group lessons occur at the students' instructional reading level, which enables learning to occur at the student's point of instructional need. Students also write weekly reading response letters, which they exchange with their teacher to create a personal dialogue about text to further deepen comprehension.

Mathematics:

We utilize Everyday Mathematics to provide students with the mathematical instruction and experiences that support the Michigan State Standards. Mastery of skills is achieved through ongoing practice over time. Teachers differentiate instruction to support students requiring additional time to develop mastery of these concepts and to challenge students who have already mastered grade level targets. As students engage in dialogue, they develop the skills to present their ideas in a precise manner. Teachers provide specific instruction based on student skills and create learning opportunities through flexible grouping, reteaching, and enrichment activities during each lesson. Through ongoing formative assessments, teachers know which skills are mastered by individual students and adjust the instruction for these guided groups. Instruction for high performing students seeks first to deepen their understanding and then to broaden their knowledge of the concept. Instruction for under-performing students seeks first to reach students at their zone of proximal development, fill gaps in understanding, and then to cement key concepts that are the foundation for other concepts. Teachers use a systematic approach to increase fact knowledge so students are always improving their fact fluency and building the necessary skills for algebraic thinking.

Students have access to instructional support and software programs that help develop fact fluency. Blended learning opportunities include leveraging Fastt Math, Xtramath curriculum support and games at home and school. For students in grades 1 and 2 we offer a daily "math advisory" which provides targeted support for students who are struggling with number sense and mathematical reasoning. For students in grades 3-5, we provide an after school math support class which addresses fundamental skill development ranging from addition to pre-algebra.

Science:

In Science, Angell School follows the Michigan State Standards. Our curriculum is taught through inquiry and exploration. The science curriculum is rich in content and supported through investigations. The curriculum addresses areas of Physical Science, Earth Science, Ecology and Life Science. Science topics are supported by high-interest, content-specific informational texts and hands-on activities. Several Angell teachers designed lesson plans for science units that specifically address non-fiction reading and specific

science content across all of the grades. We purchased non-fiction, content-laden science books to supplement the science curriculum at various reading levels, so all children can access the material at their level.

Social Studies:

In Social Studies, teachers follow the Michigan State Standards. Students are taught a curriculum that starts with how families live and work together. Building on that foundation, students explore the relationships within their family, community, school, state, country and world. Students learn the essentials of geography, economics, and citizenship in the context their grade level content. The subject is based on the instructional practice that allows students of all abilities to truly experience history through a considerate expository text structure.

School field trips provide an opportunity for students to have hands-on experiences with the Social Studies curriculum. Our students go to the University of Michigan Museum of Art, The Dewey School, the Charles H. Wright Museum of African American History, and the Detroit Institute of Arts, among other trips and experiences. One special event is when the 5th graders go on an overnight trip to the Straits of Mackinac and tour the Historic Mill Creek Lumber Mill, Forts Michilimackinaw and Mackinac, the Lighthouse at Mackinaw City.

2. Other Curriculum Areas:

At Angell School, all students, K-5 receive weekly instruction in the visual arts, vocal music, physical education, and media and computer literacy. Students in grades 3-5 receive weekly Spanish instruction and the 5th graders have instrumental music on a weekly basis.

Visual Arts:

Our visual arts teachers follow the Michigan Visual Arts Grade Level Standards. The visual arts at Angell consist of a broad category that includes the creation of two and three-dimensional works which are primarily visual in nature. All students grades K-5 receive a vibrant, hands-on art education with students receiving and participating in art education each week. The art education concentrates on helping students understand the historical context of artists.

Instrumental Music:

Every student learns to play a band or orchestral instrument via small group lessons twice a week. The vocal music program has established fundamental skills that are the prerequisite to ensuring success in instrumental music. Skills such as reading music, identifying key signatures and note patterns all produce the rapid learning of how to play an instrument. After a few lessons, students are playing simple melodies that lead to more complex compositions. Their learning culminates in a band and orchestra concert at the end of the year.

Vocal Music:

Angell's vocal music program follows the Michigan Performing Arts Standards. All Angell students take part in the vocal music program on a weekly basis. In the music portion of the curriculum, there is a strong emphasis on reading, writing, and performing music. Students in third and fourth grades study ukulele and recorder in their vocal music classes. All students participate in grade-level musical productions each spring. They are active participants, whether by singing solos, providing dialogue, dancing, assisting with props, or helping with scenery.

Physical Education:

Angell's physical education program follows the Michigan K-12 Physical Education Content Standards and Benchmarks. The early elementary grades focus on fundamental motor skills. These lessons include

skipping, throwing, galloping, and tossing; the building blocks of motion are taught in isolation. Students participate in and rotate through structured “centers” which provide an assortment of activities all designed with specific outcomes. Students work on upper body core strengthening, fine motor coordination, gross motor games, conditioning and endurance. In upper elementary, skill development is embedded in a modified game environment.

Media and Computer Literacy:

All students are provided instruction in media technology on a weekly basis with the media specialist. The media specialist provides a fully integrated information literacy and technology program that combines traditional services with the instruction and use of new digital resources. The media specialist supports the school’s achievement goals by ensuring that the wide range of resources, technologies, and services needed to meet students’ learning needs are readily available. Based on the State of Michigan Technology Standards, the curriculum stresses the following:

- Creativity, Innovation, Communication and Collaboration
- Critical Thinking, Problem-Solving, and Decision-Making
- Digital Citizenship
- Technology Operations and Concepts

World Language - Spanish:

Because of our strong commitment to providing a world class education that places students in a globally competitive standing, the district offers world language to all upper elementary students. This places students on a path to achieve high school credit for World Language in middle school and supports the district's strategic plan to educate students in rigorous, internationally comparable ways.

All 3-5th grade Angell students receive Spanish instruction twice a week. The third and fourth graders benefit from a partnership between the Ann Arbor Public Schools and the University of Michigan: Ann Arbor Language Partnership (A2LP). These classes give the kids a fun introduction to Spanish through games, songs, dialogues, and other interactive, hands-on learning activities.

Fifth grade students continue to learn Spanish using a carefully articulated curriculum that builds on the basic skills of the A2LP program. As a result of the diverse Angell community, there are quite a few heritage speakers in these classes, and they take advantage of a differentiated, accelerated curriculum. The fifth grade Spanish students participate in International Night by either hosting a table or studying a Spanish-speaking country or region and then putting together a classroom display. As part of their studies, the classes also take advantage of the substantial community resources by having special events like tango lessons from the University of Michigan Dance Team, food catered by local restaurants, etc. One annual activity is a trip to view the Diego Rivera Detroit Industry frescoes at the Detroit Institute of Arts.

3. Instructional Methods and Interventions:

Angell teachers make learning accessible to all students through differentiation. Teachers use a variety of learning structures and teaching methods. Teachers help students access background knowledge enabling students to make connections to new learning. Teachers model new concepts and strategies before engaging students in guided practice. Monitoring and differentiating the amount of support students need allows students to achieve the learning outcomes. Formative assessment is used to inform teachers of their teaching practice as well as students meeting their learning goals. Varying learning structures are used to meet the needs of all learners in the classroom. Teachers often work with students in flexible, fluid small groups or on an individual basis. In lower elementary classrooms, a common Guided Reading block provides differentiated instruction to students based on their reading level and their individual needs. In upper elementary classrooms for students who need extra assistance in literacy, we provide a Reading Intervention class. Students meet in small groups with the Reading Intervention teacher who carefully tracks their progress. In addition, comprehensive reading intervention programs, Read 180 and System 44, are taught by a skilled team of teachers who help students “read to learn” rather than “learn to read”. To deliver

instruction, teachers have access to district-purchased resources, high-quality web-based supplements, mathematics games, manipulatives, and ELA materials. Teachers utilize these resources to ensure all student success.

Students are regularly asked to reflect and respond regarding their learning and understanding of the instruction. For example, in upper elementary classrooms, students self-assess their math tests to analyze their understanding of the material as a learner. Teachers lead inquiry based, rich discussions that allow students to deepen their understanding of concepts. Students utilize multiple web tools and forms of technology to create products that demonstrate their learning in literacy, math, and science. In upper elementary, technology is used as a collaborative tool that shares their learning. As a whole school, graphic organizers are used to understand the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area. Informational writing and literature connections are used to reinforce and enrich learned concepts.

Teachers value the diversity of the student body. The ongoing commitment to equity with excellence has led us to cultivate an atmosphere that recognizes and celebrates inclusion. Our program provides a strong educational base for all students where achievement is the emphasis.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The average MEAP scores over the past 5 years show more than 90% of students are proficient or higher in reading, and 86.2% in math. Our test scores are steady with some variation. We track the scores of cohorts over three years in both reading and math. The scores substantially improve over time.

The number of subgroups with a gap in performance of 10 or more points drops from 5 in the 3rd grade to 3 in the 5th grade in both math and language arts. This is a solid measure that we are employing the correct interventions to close the achievement gap.

We concentrate significant resources and attention to this performance issue. We know that we as teachers and leaders must implement changes to improve the academic success of our students. The principal meets with each teacher three times a year to review all of the plans of students who are not at grade level. Each student who is not at grade level has a personal learning plan. The achievement data is disaggregated on a regular basis at team and staff meetings. We have invested in building –based and district professional development to learn and implement practices that enhance our instructional practices.

To close the achievement gap, we provide after school math support for students in grades 3-5. We use Marilyn Burns' Do the Math curriculum and our pre and post assessment data has been remarkable. In addition, we provide extra time during the school day 4 days a week for 1st and 2nd grade students who are struggling with number sense and basic mathematical understanding.

For ELL learners, all staff used SIOP practices that scaffold and structure learning. In Balanced Literacy, all 1st and 2nd graders are placed in “just right” reading groups. Students are grouped and regrouped as they progress. We leverage Reading Intervention for lower elementary learners and phonics-based System 44 and Read 180 for upper elementary students. 63% of all students performing below the average MEAP score have a volunteer tutor on a weekly basis.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Angell School uses multiple measures to assess the students' progress. We utilize two standardized assessments to help us make sure that our local assessment and curriculum are aligned with the Common Core State Standards (CCSS). The state standardized assessment, the Michigan Educational Assessment Program (MEAP) is given to all 3rd, 4th, and 5th graders. The MEAP establishes four levels of proficiency: Not Proficient, Partially Proficient, Proficient, and Advanced. The state considers Proficient as an acceptable level of performance. We want our students to move from the Proficient category to the Advanced category. We try to move all students up to a higher level of achievement each year. We disaggregate our assessment results for our subgroups unless the n or number of students taking the MEAP is very tiny. What is really important to us is how every student performs whether the student is in a subgroup or not.

We also make use of the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment in the areas of mathematics and reading. This adaptive, computerized assessment is given two to three times per year for students in grades 1-5 and once a year in Kindergarten. We use this assessment to measure the learning growth throughout the school year. Teachers receive their class results within 48 hours and can use their students' disaggregated scores to inform their instruction and zero in on discrete areas of the curriculum that need teaching or reteaching. Students' parents receive an NWEA report which contains a narrative, line graphs and charts showing their students' growth over time. Angell teachers are earnest in helping parents understand the information on the report. The AAPS sends out information letters explaining to parents how to interpret the NWEA results.

At each report card reporting time, all teachers receive a comprehensive class report that includes report card data, MEAP scores, NWEA assessment results, lexile scores, and literacy benchmarks. We have an achievement plan for every student not performing at grade level and we track their progress using multiple data points.

Part VI School Support

1. School Climate/Culture

The staff of Angell School is committed to developing and maintaining significant and constructive relationships between all members of our community. Every staff member devotes considerable time to helping students interpret the three school rules: Be respectful, be responsible, and be safe, so that students can actively support each other both academically and socially. Parents also actively support staff and students by reiterating these values at home.

All school community members also convey a "can do" message to students. We regard the students as capable and responsible, and there is a firm belief that all students can make wise age-appropriate decisions and learn from their choices. Mistakes are regarded as a natural way of learning and growing. When students have a problem, we ask, "What do you think you can do to solve this problem?" as we push decision-making in their direction. We want all students to be assertive so they can advocate for themselves.

We promote three core values: care, lead and inspire. Two public venues highlight acts of kindness, weekly PA announcements and a central bulletin board filled with handwritten notes, to celebrate specific appreciations as reported by students and staff.

Students regularly take leadership roles and suggest ways to improve the school and community. They actively plan recess and club activities, help promote spirit days, sponsor food drives for the local food bank, and organize fundraisers for charities such as the CS Mott Children's Hospital at the University of Michigan.

Older students adopt younger students as their reading or math buddy and help mentor them throughout the year. 5th grader Service Squad members take the kindergarten students to their school buses, help students to cross the neighborhood streets safely, and assist in the cafeteria.

We are all encouraged to appreciate each other's unique qualities in positive ways. For example, the Talent Show accepts all students, K-5th grade, and every student's performance is lavishly applauded for the courage they display. Angell students regularly share their artistic, academic, and athletic skills in an environment that is competitive but nurturing to encourage them to continue to build their skills.

The staff at Angell enjoy the strong sense of community and support that is engendered and valued by all who work here. Teachers regularly work with each others' students to support them academically, a significant sign of trust amongst staff. There is unspoken but prominent work ethic that is built upon high levels of expectations and competency. The turnover rate is extremely low and transfers to other buildings are rare.

2. Engaging Families and Community

Leveraging community resources is one our greatest strengths. Our parents and volunteers contribute to the richness of the school by establishing constructive, mentoring relationships with students and by providing extracurricular opportunities for students.

We have a number of tutors who come to Angell each week to assist students. Each year, members of the Rotary Club volunteer to "adopt" a student and tutor that student weekly throughout the school year. In addition, we are very fortunate to have undergraduate UM psychology students assigned to work with students needing additional support in both academic and social areas. Because of our proximity to the UM campus, we have women from the local sororities who supervise students at lunch and sponsor lunchtime student clubs. The pre-medical student club at the UM sponsors an after school "Wolverine Science" program each Friday, after school for a semester at no cost to the students.

Our parents are highly involved in a variety of ways. Parents regularly volunteer in classrooms and also staff the library. They organize the Disability Awareness Day in cooperation with the Ann Arbor Center for Independent Living. In 2014, we had over a hundred students participate in the Science Olympiad with all of the events coached by parent volunteers. The International Night is planned entirely by parents and students representing 42 countries in the Parade of Nations. Parents and community members speak to classes about their native lands to share authentic experiences. Parents sponsor the School-Wide Talent Show, regular family movie nights, book exchange for students, and the library book fair.

The Angell PTO recognizes the significant contributions of our international families and always sponsors a luncheon and PTO meeting at the North Campus family community center as well as meetings at the school building.

Our distinct school enrichment program is designed to provide targeted, varied and focused activities and opportunities for all Angell students. A large number of guest speakers from the community bring in a wealth of challenging presentations. Our students learn about brain development from UM professors, they dissect sheep eyes under the direction of a local lab scientist, the UM Women in Engineering conduct experiments with 4th graders, professional musicians from the Ann Arbor Symphony perform and engage with students, K-9 police officers talk with students about how dogs can solve crimes, and high school health students teach Kindergartners about the human body. Our students take part in programs provided by the UM Museum of Art, the UM Museum of Natural History, the Ann Arbor Symphony Orchestra, the University Musical Society, and the Leslie Science Center. Angell parents are frequent presenters utilizing their experiences from their world of work.

3. Professional Development

Each spring, the teaching staff and principal decide which professional learning opportunities are most useful. This year, the instructional and support staff joined another staff from a neighboring school district for three days of extensive training in a writing method called EmPOWER. We knew that we needed to bolster our teaching with school-wide, in-depth instruction in how to improve expository writing. The staff had been trained with EmPOWER over 8 years earlier and it was time for veteran teachers to review the process and for new teachers to learn it. Once a month at staff meetings, we revisit EmPOWER and teachers share how they are utilizing it with their students. Everyone, including the principal, uses EmPOWER to instruct students.

Examples of other recent professional development in which we have participated include SIOP training to improve our work with ELL learners, Teach Like a Champion and other book study groups to help us improve our instructional practices, diversity and equity training, guest presenters to assist us with students with disabilities, non-fiction reading for grades K-5, and how to construct open response questions to help students develop problem-solving skills.

Our school improvement plan focuses on student growth and high achievement levels. We use data-driven action research in a structured collaborative manner to inform and focus our instruction. We regularly collect, disaggregate, and analyze data and seek professional development opportunities that focus on instructional practices to address the identified learning outcomes of students. Each year we establish three to four student achievement goals on which to focus. The goals are finite so we can concentrate on improving our student achievement without diluting our focus. For example, by examining our data, we knew our math achievement scores indicated students who mastered expected grade level fact fluency did better on all algebraic and mathematical outcomes than those who did not. Each grade level team then developed “SMART” goals to help students with the automaticity of whole number math facts.

The Ann Arbor Public Schools requires teachers to attend several professional development workshops each year. The AAPS curriculum and instruction division provides ongoing training for all teachers in all areas critical to student achievement. Angell teachers regularly act as Curriculum Instruction Specialists and are responsible for presenting workshops and training other teachers district-wide.

We recognize and value the importance of teacher collaboration around “high leverage practices” that serve as effective instruction for all students, so we seek out professional development that directly impacts student achievement.

4. School Leadership

The staff of Angell Elementary School prioritizes the importance of relationships above all. The principal in the building works together with all staff and parents to nurture a love for learning. The philosophy of the school is that leadership does not lie in the hands of the building principal alone, but resides throughout the school. The staff is committed to helping every student become a leader with the distinctive that each student can be assertive in a positive capacity. Teachers are given autonomy to practice their craft while being student-centered, curriculum-focused and data-driven. The principal manages staff with a macro mentality. This shared-leadership approach to learning provides opportunity for all participants to invest in the students’ learning at Angell Elementary School.

The principal has been successful in distributing leadership throughout the building. Teachers are empowered to do what is necessary to foster and improve student achievement. Because of the size of our school it is easy for grade level teams to make decisions about how they group and teach students to maximize the impact on learning. The principal meets individually with each classroom teacher three times a year to review each teacher's class list to discuss the individual achievement plans for students who are not at grade level. Goals are set and interventions are established to improve students' performance.

In addition to the two lead teachers, other teachers have assumed leadership roles including curriculum chairs. The teacher consultant facilitates the weekly Achievement Team meetings. In addition, Angell has an enrichment coordinator who assists the teachers and staff in facilitating enrichment and extension activities for classes and small groups of students. The leadership in the school creates an environment of collaboration and achievement.

Parents are highly invested in the life of Angell. It is clear to all parents that their role is to help all students succeed and not focus on their individual children. To that end, the PTO sponsors activities that bring the community together so relationships are established and nurtured. The PTO Board has committed resources so all students at Angell are involved in an extensive enrichment program that is aligned with the grade level curriculum outcomes. No student is excluded from any activity that is designed for their grade level.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	87	74	73	83	83
Advanced (Level 1)	49	21	20	21	32
Number of students tested	47	39	51	44	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	50	44	33	80	60
Advanced (Level 1)	25	0	0	0	0
Number of students tested	4	9	3	6	7
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	40	50	67	43	83
Advanced (Level 1)	40	0			17
Number of students tested	6	2	6	7	7
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	79	92	73	80	91
Advanced (Level 1)	64	31	13	20	41
Number of students tested	14	13	15	15	22

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	96	75	79	83	79
Advanced (Level 1)	52	13	24	17	26
Number of students tested	25	16	29	24	19
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	84	93	92	80	82
Advanced (Level 1)	53	47	49	43	42
Number of students tested	32	46	37	49	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	55	75	100	50	72
Advanced (Level 1)	22	25	38	17	43
Number of students tested	9	4	8	12	7
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	60	100	100	50	63
Advanced (Level 1)	20	0	0	17	13
Number of students tested	5	1	3	6	8
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	92	100	100	78	82
Advanced (Level 1)	69	33	36	52	47
Number of students tested	13	9	11	23	17
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	92	97	89	100	86
Advanced (Level 1)	54	54	58	60	46
Number of students tested	13	29	19	15	28
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	93	94	90	91	94
Advanced (Level 1)	46	55	50	42	54
Number of students tested	44	31	48	53	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	80	100	64	71	100
Advanced (Level 1)	60	57	27	14	33
Number of students tested	5	7	11	7	3
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	100	100	83	100	100
Advanced (Level 1)	0	50	17	100	0
Number of students tested	1	2	6	1	2
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	100	100	91	94	89
Advanced (Level 1)	38	60	61	69	67
Number of students tested	8	5	23	16	9
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	93	94	100	93	97
Advanced (Level 1)	52	50	41	32	57
Number of students tested	27	18	17	28	35
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	89	82	85	77	90
Advanced (Level 1)	35	21	36	34	28
Number of students tested	47	39	51	44	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	67	56	0	40	75
Advanced (Level 1)	33	0	0	0	0
Number of students tested	4	9	3	6	7
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	50	50	50	0	33
Advanced (Level 1)					33
Number of students tested	5	2	6	7	7
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	92	92	64	78	84
Advanced (Level 1)	62	15	18	33	32
Number of students tested	14	13	15	15	22
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	92	94	97	76	95
Advanced (Level 1)	28	25	45	29	26
Number of students tested	25	16	29	24	19
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	87	98	94	91	90
Advanced (Level 1)	23	33	34	26	35
Number of students tested	32	46	37	49	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	71	100	100	73	83
Advanced (Level 1)	0	25	43	0	33
Number of students tested	9	4	8	12	7
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	67	0	100	0	33
Advanced (Level 1)	33	0	100	0	0
Number of students tested	5	1	3		8
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	100	89	100	94	93
Advanced (Level 1)	27	11	11	41	14
Number of students tested	13	9	11	23	17
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	92	100	95	100	96
Advanced (Level 1)	23	38	42	27	52
Number of students tested	13	29	19	15	28
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient (Level 2) and above	98	93	91	92	92
Advanced (Level 1)	65	37	32	44	50
Number of students tested	44	31	48	53	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	100	100	80	86	67
Advanced (Level 1)	25	17	20	29	0
Number of students tested	5	7	11	7	3
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above	0	100	33	0	50
Advanced (Level 1)	0	100	0	0	0
Number of students tested	1	2	6	1	2
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above	86	100	90	100	100
Advanced (Level 1)	29	25	21	36	33
Number of students tested	8	5	23	16	9
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	100	95	100	96	97
Advanced (Level 1)	67	39	41	57	57
Number of students tested	27	18	17	28	35
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: