School Improvement
MICIP - Continuous Improvement

Wayne-Westland
COMMUNITY SCHOOLS

School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

MICIP Collaboration and Planning Guide

Updated Data and Important Information 2022

Wildwood NWEA Data 2021-22

WWCSD CNA - UPDATED April 2022

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School Name: Wildwood Elementary

School Address: 500 N. Wildwood, Westland, MI 48185

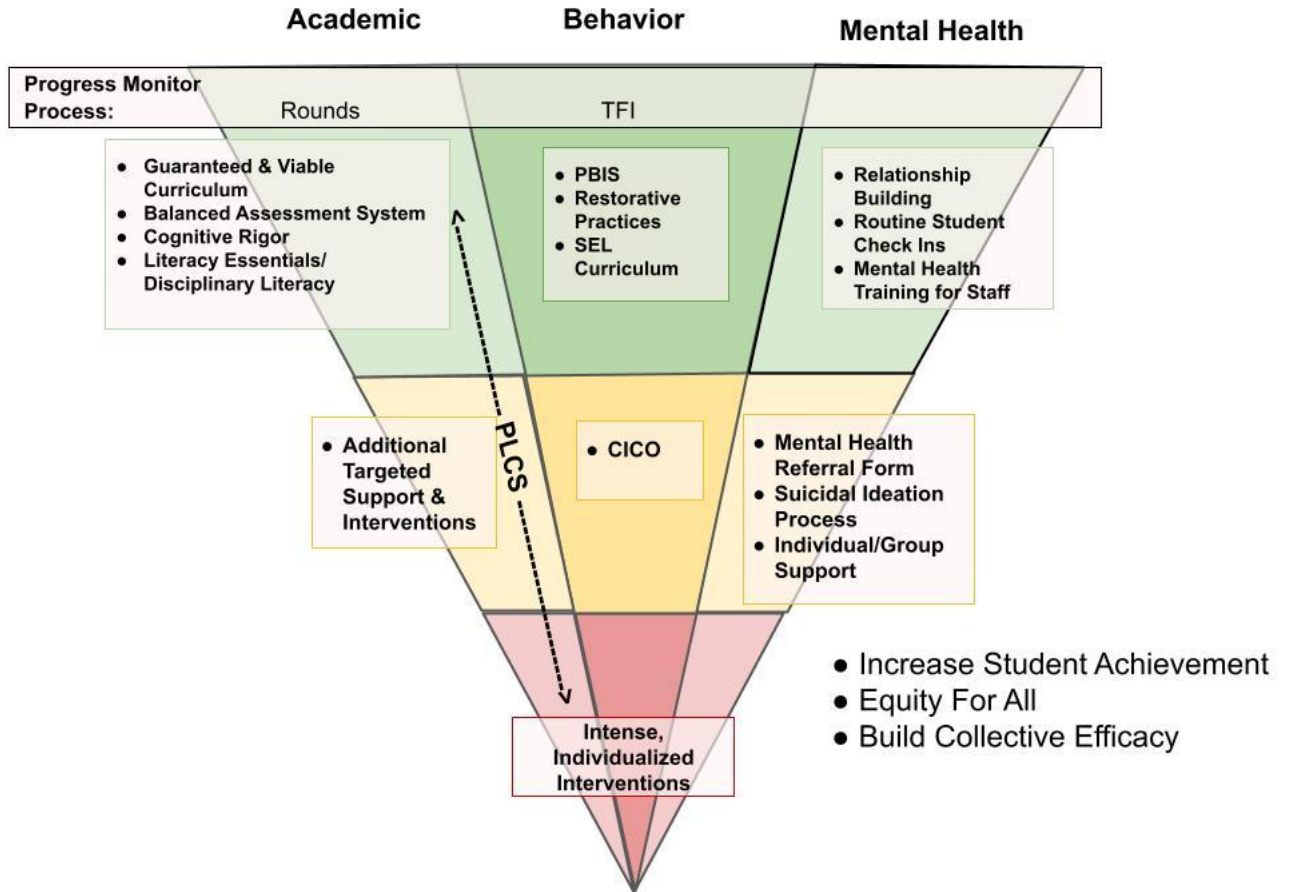| School Improvement Team Members and Role	
Chris Swanson - Principal	Heather Hamilton - Kindergarten Rep
Jamie Craig - Kindergarten Rep	Mary Hubert - 2nd Grade Rep
Erica Brown - 1st Grade Rep	Barb Ross - 1st Grade Rep
Christine Henzi - 3rd Grade Rep	Bev Patterson - 4th Grade Rep
Mary Jo-Cobello-Schubert - 5th Grade Rep	Catherine Fortin - Parent Coordinator
Vanisha McGee - SSW	Julie Terrell - Special Ed Rep
Julie Nadolski - Parent Rep	Karen Dickelman - Instructional Coach

The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

[LINK TO CNA](#)

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MTSS

	Academic	Behavior	Mental Health
Progress Monitor Process:	Rounds	TFI	

Academic (Tier 1):
- Guaranteed & Viable Curriculum
- Balanced Assessment System
- Cognitive Rigor
- Literacy Essentials/ Disciplinary Literacy

Behavior (Tier 1):
- PBIS
- Restorative Practices
- SEL Curriculum

Mental Health (Tier 1):
- Relationship Building
- Routine Student Check Ins
- Mental Health Training for Staff

Academic (Tier 2):
- Additional Targeted Support & Interventions

Behavior (Tier 2):
- CICO

Mental Health (Tier 2):
- Mental Health Referral Form
- Suicidal Ideation Process
- Individual/Group Support

PLCS

Intense, Individualized Interventions

- Increase Student Achievement
- Equity For All
- Build Collective Efficacy

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<u>Initiative Inventory</u>

Initiative Inventories help teams get a clear picture of existing initiatives, mandates and resource commitments to help with exploring the fit of the additional initiatives with current work. It also guides decision making to make room for new work and assists with alignment of initiatives.

<u>Reflect on all the initiatives in your building and answer the following questions.</u>

List or include a link of all initiatives in your building below then answer the following questions. <u>Wildwood School Initiatives</u> and <u>Instructional Focus Sheet</u>

1. **What is the connection to the district Framework? (<u>MTSS Graphic</u>)**
    a. All building goals and objectives will align with the district framework and support academic and social-emotional growth and success in all students.
2. **What personnel are involved in the implementation?**
    a. The full Wildwood Staff
3. **What is the expected outcome?**
    a. Support the academic and social-emotional development of all students while increasing academic scores and reducing the number of office referrals for aggressive behavior.
    b. Our students did not have full time in-person instruction from March 2020 until September 2021. At the start of this school year, 60% of first graders and 80% of third graders were below grade level according to BAS scores. Our core ELA program, Wonders, includes phonics instruction, but it is not explicit or systematic, and there are so many other components of Wonders that teachers often do not devote sufficient time to phonics.

4. **What evidence for outcomes are there thus far?**
    a. The evidence shows that the program had a positive impact on student achievement in reading. For example, the percentage of 3rd grade students who were below grade level on BAS went from 81% at the beginning of year to 38% by the end of year. In the fall, 87% of first grade students were below grade level according to BAS scores, but by the end of the year, that number had been cut to 49%.

    b. Use of a consistent small group literacy tool - How to Plan Differentiate Reading Instruction.
    c. <u>2021.22 Program Evaluation Tool</u>
5. **What is the financial commitment and source of funding?**

    a. Using Title I and building allocated general funds the services of the Instructional Coach, MTSS Interventionist, Title I Paraprofessionals, electronic and material resources are purchased.

6. **What professional development exists including coaches and performance feedback?**

    a. Instructional Coach provides opportunities for teachers to co-teach lessons, plan collaboratively and idea share.

    b. Administrative observations and walkthroughs where feedback on lessons is given.

    c. In-person and virtual professional development on suicide prevention, behavior management and support, academic rigor, literacy essentials, and math tasks was available to staff.

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Assess Needs - Literacy

Data Story #1

Data Sets

- 20.21 Literacy Data
- Wildwood NWEA Data 2021-22
- M-Step Data

Data Story Response: (Summarize the story the data above is telling).

- M-Step data for ELA show a decrease for 3rd and 4th between 2018-19 and 2020-21.
- There is a decrease in proficiency from 3rd to 4th grade when following the cohorts of children, but the number of students reaching proficiency does increase each year.
- Test being read at K-1 and not at 2nd grade led to a drop in score
- The discrepancy between levels of proficiency from 3rd grade to 4th grade has had a gap that has closed slowly over the last five years.
- Students score at a higher proficiency level in the fall then in the winter.
- Students across grade levels met their growth goal at a consistent percentage 33-39%.
- The conditional growth percentile for 1st and 4th was significantly lower than the other three grade yet the winter percentiles were similar 13-18%.
- Students overall are underachieving in the first half of the school year.
- High absenteeism with students who are already academically struggling.
- Questions we have:
    - We know keyboarding skills are lacking and may inhibit the answers so how can we support keyboarding and improving skills?
    - Could we use Typing Club consistently in media class and in class? Do we make a commitment to having everyone practice?

Gap Analysis - Literacy
Identify and list any gaps found in literacy (ELA) data between your current reality and desired state.

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- Caucasian students made more growth and are performing at a more proficient level than Hispanic and African American students at Wildwood.
- Parent participation is not at the level we would desire.
  - Students reading at home, having reading resources at home, well stocked home librarie or regular attendance at the public library. Variety of genres and types of reading materials in the home
- More parent value on attendance. Staff finds that they are making appointments during school hours and not returning the child to school as soon as appointments are complete instead having the student not miss the entire day.
- Tutoring - offering tutoring that is at the school and live; get HS or volunteers to run sessions; we do not currently provide before or after school tutoring.
- Parents need direct help to help kids - sessions to train parents on simple strategies to assist
- Typing fluency - students are not fluent and more and more assessments require typing lengthy passages, especially the M-Step.

Reflect on the identified learning gaps and answer the following questions - Literacy

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

i. **What strengths have been uncovered? What growth has been identified?**
   a. There is a decrease in proficiency from 3rd to 4th grade when following the cohorts of children, but the number of students reaching proficiency does increase each year.
   b. The test being read at K-1 and not at 2nd grade potentially led to a drip in scores on the NWEA between Winter 202 and Fall 2020.
   c. Keyboarding skills are lacking and may inhibit the answers that students provide on the M-Step.
   d. The discrepancy between levels of proficiency from 3rd grade to 4th grade has had a gap that has closed slowly over the last five years.
   e. Wildwood has outperformed the district over the last five years.
   f. The rate of proficiency in 3rd grade on the M-Step decreases in 4th grade each of the last five years and is a higher rate of decrease than the district average.
   g. The majority of students each year, no matter the cohort continue to not be proficient on the M-Step assessment.
   h. 1st, 3rd, and 4th have students who remained at a similar or slightly elevated growth percentile Fall to Winter.
   i. 2nd and 5th showed a loss in percentile growth between Fall and Winter.
   j. Students across grade levels met their growth goal at a wide range of

percentage, 33-57% depending on the grade.

k. 5th grade has the lowest percentage of students meeting their growth goal.

l. The conditional growth percentile is significantly higher for math than ELA at Wildwood.

2. **What learner needs are not being met?**

   a. Those that are in the bottom 20% seem to stay in that bottom area.

   b. Those kids on the bubble between moving from partially proficient to to proficient do not move levels very often. We are missing on how to stimulate that last push for growth.

   c. On NWEA-MAP in 2nd grade there is a drop in scores when the test goes from reading them to reading independently. We are not preparing them for this change sufficiently.

   d. Tier I and II instruction within the classroom is not consistent and vertically aligned.

   e. Not all learners' needs are being met instructionally or in terms of cultural relevance.

3. **What district programs, supports, and services are designated to meet student, classroom, and leadership growth?**

   a. RtI and MTSS

   b. Grade level and building data analysis sessions monthly and quarterly

   c. Small group instruction in the classroom Tier II and III

   d. Wonders

   e. PLCs

   f. Literacy Footprints

   g. Compass Learning, RAZ Kids, Epic, Reflex Math, Frax

   h. Brain Gym/Brain Breaks

4. **Are there any major challenges not being addressed by a service, program, or activity?**

   a. Foundational Skills for K-2 students are historically a weakness for students entering new to the building.

   b. Students who are in the bottom 20% tend to stay in that bottom 20% no matter the intervention so we are not yet using the right combination of differentiation and supports to meet their needs yet.

   c. Early interventions and differentiation for lower elementary students-particularly kindergarten both in the classroom and pull out RtI.

    d. RtI students need specific intervention plans and data tracking for academics. Students should be revisited every 6-8 weeks to follow up on the interventions.

    e. Attendance issues - although this issue is out of the teachers realm of control, attendance does impact performance.

5. **Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?**

    a. Yes, to a greater degree now that there are more interventionists within the building.

    b. We did see a greater increase in student growth of those in pull-out MTSS Tier II and III for the second year in a row when compared with previous years.

    c. Attendance was a great issue again this year and thus there may be a wider gap between those students who are at or near grade level and those that are falling behind that will be a direct correlation to attendance percentage during the 2020-21 school year.
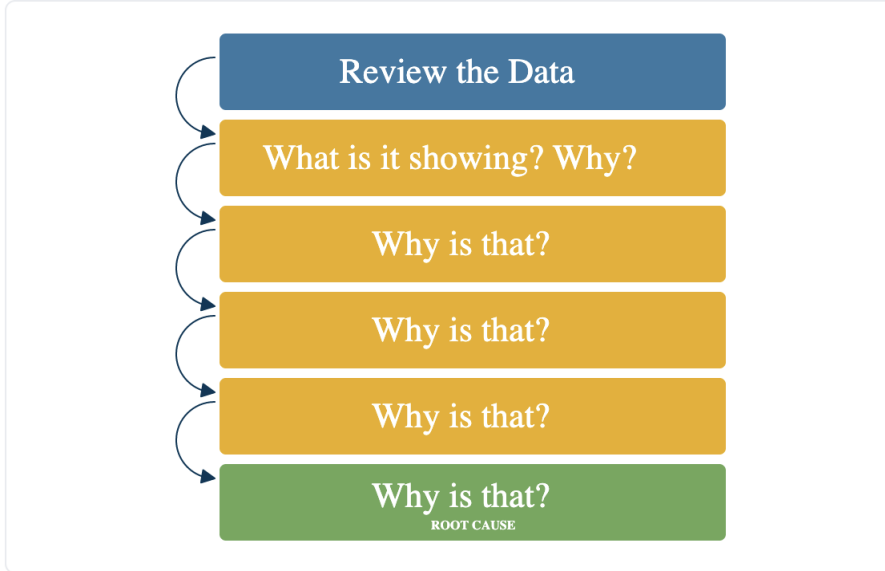
<p align="center">Analyze the Root Cause - Literacy</p>

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

❏ **Five Whys--See below**
❏ Wildwood NWEA Data 2021-22
❏ 22.23 Wildwood ELA Root Causes Theory

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Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.

Review the Data
What is it showing? Why?
Why is that?
Why is that?
Why is that?
Why is that? **ROOT CAUSE**

1) **Explain why the above data story is in the state it currently is.**
   a) Tier 1 and 2 instruction is not meeting the needs of all students and needs to be analyzed and adjusted to ensure current instructional practices are meeting the needs of all learners and are culturally relevant at all grade levels.

2) **Looking at your response to the previous question, explain why that is.**
   a) Literacy Footprints is still not consistently implemented at the upper elementary as the small group reading resource.
   b) Tier II MTSS pull out interventions were focused on K-3 and 4th and 5th had minimal support.
   c) Other reading resources vary by grade when doing small group instruction.
   d) The Literacy Essentials, along with Wonders are still implemented but teachers are still tweaking their use.
   e) Data (formative and summative) needs to be reviewed and discussed as a grade and a school more frequently to drive instructional decision and meet student needs.

3) **Looking at your response to the previous question, explain why that is.**
   a) If we are to increase overall student reading achievement the State recommended the adoption of Literacy Essentials, which the District adopted. In addition the District adopted Wonders as the elementary curriculum that is to be used with fidelity.

b) Staff need to continue to keep an open mindset to both item and implement the Literacy Essentials with the same vigor they have used with Wonders.

c) The use of and analyzing data more frequently will assist staff to know student strengths and needs more effectively.

4) **Looking at your response to the above question, explain why that is.**

a) Both the Literacy Essentials and the Wonders curriculum are research based, and those Wonders still have some weak spots both when implemented consistently will improve student achievement through better Tier I instructional practices.

b) Knowing the data and the needs of their students will assist staff in providing better instruction.

5) **Looking at your response to the previous question, explain why that is. (This represents the root cause)**

a) To provide for the needs of students and provide equity of instruction in meeting those needs, effective, data driven instructional practices are needed.

b) Student achievement is in its current state because there is an inconsistency in the ELA block/framework at all grade levels as well as knowledge in how to teach reading at all grade levels. Further professional development is needed for upper grades to learn how to teach reading and lower grades in the Science of Reading.

Challenge Statement - Literacy:

If staff center instruction on and hold one another accountable to the Literacy Essentials, review data monthly with peers in the MTSS process, and adjust instruction appropriately using best practices in Tier I and Tier II instruction within the classroom, student achievement in reading will increase.

Plan - Literacy

Literacy (ELA) Goal:

- By June of 2023, we will increase the Reading NWEA scores 3% from Fall

2022 to Spring 2023 and ELA M-Step scores by 3%.

ELA Targets:
- **Quantitative Data**
  - **Select which data from your story you would like to track.** NWEA-MAP Reading and
    ELA M-Step
  - **How will the data change?**
    Students will increase their Reading NWEA proficiency 3% from Fall 2022 to Spring 2023.
    Students will increase their ELA M-Step scores by 3% over previous years.
  - **Measure Due Date:** June 2023

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Assess Needs - Math

Data Story #2

Data Sets

- 20.21 Math Data
- Wildwood NWEA Data 2021-22

Data Story Response: (Summarize the story the data above is telling).

- Test not read in 3rd and above for NWEA and there is consistently a dip from 2nd grade spring to 3rd grade fall scores.
- Our math data shows that students are consistently struggling and a Shannon Samulski PD on math and support with tasks might be beneficial to revisit on how to best support students.
- Need to put a greater emphasis on word problems and how to analyze and break down the problem - M-Step prep.
- Direct practice with tools for analyzing story problems is needed as this is a weak area for students.
- The discrepancy between levels of proficiency from 3rd grade to 4th grade has had a gap that has closed slowly over the last five years.
- The majority of students each year, no matter the cohort continue to not be proficient on the M-Step assessment.
- 1st, 3rd, and 4th have students who remained at a similar or slightly elevated growth percentile Fall to Winter.
- 2nd and 5th showed a loss in percentile growth between Fall and Winter.
- Students across grade levels met their growth goal at a wide range of percentage, 33-57% depending on the grade.
- 5th grade has the lowest percentage of students meeting their growth goal.
- The conditional growth percentile is significantly higher for math than ELA at Wildwood.

Gap Analysis

- Fluency/automaticity in basic facts. Daily practice to build fluency is needed.
- Recognize students who are doing what they are needing to do or making improvements, building skills.
- Test not read in 3rd and above for NWEA and there is consistently a dip from

2nd grade spring to 3rd grade fall scores.
- The rate of proficiency in 3rd grade on the M-Step decreases in 4th grade each of the last five years and is a higher rate of decrease than the district average.
- The majority of students each year, no matter the cohort continue to not be proficient on the M-Step assessment.
- 5th grade has the lowest percentage of students meeting their growth goal.
- The conditional growth percentile is significantly higher for math than ELA at Wildwood.

Reflect on the identified learning gaps and answer the following questions - MATH

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. **What strengths have been uncovered? What growth has been identified? What learner needs are not being met?**
   a. 1st, 3rd, and 4th have students who remained at a similar or slightly elevated growth percentile Fall to Winter.
   b. 2nd and 5th showed a loss in percentile growth between Fall and Winter.
   c. Students across grade levels met their growth goal at a wide range of percentage, 33-57% depending on the grade.
   d. 5th grade has the lowest percentage of students meeting their growth goal.
   e. The conditional growth percentile is significantly higher for math than ELA at Wildwood.

2. **What district programs, supports, and services are designated to meet student, classroom, and leadership growth?**
   a. Reflex Math and Frax
   b. NY Engage Curriculum
   c. Math Tasks and Number Talks
   d. Compass Learning

3. **Are there any major challenges not being addressed by a service, program, or activity?**
   a. These programs need more time to be implemented with fidelity due to the pandemic. We should continue to use these best practices and see if when we teach them with fidelity, will we see more positive growth within all grade levels.
   b. Reflex Math - which was implemented for May and June 2021 and when used at least 3 times per week showed the ability to build fact fluency in students.

c. Consistency with and use of Number Talks in all classrooms and all grade levels. Some grades and classes are not consistently implementing them as part of their math instruction.

4. **Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?**
   a. During the second and third trimester the Instructional Coach pulled math intervention groups for the lowest students in first through fourth grade. We hope to be able to pull more of these groups in the future as increased fact fluency, number sense and confidence on mathematical concepts has been achieved.
   b. Due to literacy being the biggest focus with the 3rd Grade Reading Law math has for many years been an afterthought for RtI supports when we can give them.

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Analyze the Root Cause

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ❏ **Five Whys--See below**
- ❏ [Wildwood NWEA Data 2021-22](#)
- ❏ [21.22 Wildwood Math Root Cause Theory](#)

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
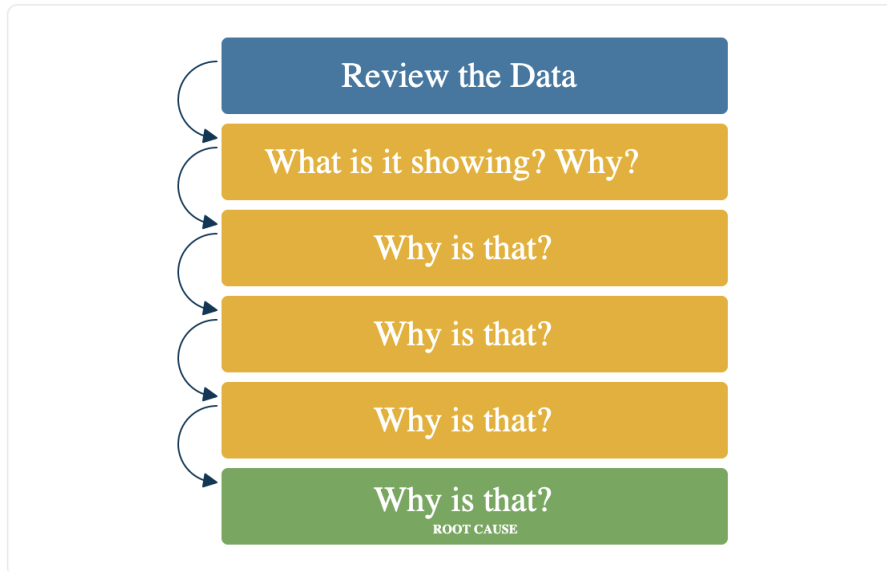
1) **Explain why the above data story is in the state it currently is.**
   a) Tier 1 and 2 instruction is not meeting the needs of the students and may need to be analyzed and adjusted to ensure current instructional practices are meeting the needs of all learners.
   b) There is a lack of number sense, fact fluency, understanding of numerical concepts and consistent ability to read a story problem and be able to pull out the information needed to set up the equation and solve the problem.
   c) The order of units in the curriculum and number of lessons in each unit have led teachers to not pace their year in a way that allows for getting to all concepts.

2) **Looking at your response to the previous question, explain why that is.**
   a) Lessons have been presented in whole group lessons with minimal to no differentiation being implemented.
   b) Using number talks and math tasks has not been an instructional best practice that has been used with fidelity.
   c) Lack of sufficient time allotted to the material or lack of use of cross-curricular learning to engage students in the mathematical concept.

3) **Looking at your response to the previous question, explain why that is.**
   a) There has been a lack of participation in and implementation of Math Tasks and Number Talks in many classrooms.
   b) There has been no differentiation or small group instruction implemented for math as a Tier II in-class practice.

4) **Looking at your response to the above question, explain why that is.**
   a) There has been a lack of professional development for some staff on Math Tasks and Number Talks.
   b) The professional expectation to hold small group math lessons as an in-class Tier II intervention has not been implemented.

5) **Looking at your response to the previous question, explain why that is. (This represents the root cause)**
   a) Staff may not have the knowledge, background, or research to understand the importance of implementing number talks to increase number sense. Number talks are firmly grounded in the dispositions and processes of the Standards for Mathematical Practice while simultaneously addressing content standards.

Create a Challenge Statement:
- If staff center instruction on and hold one another accountable to the Math Essentials, review data monthly with peers, and adjust instruction appropriately using best practices in Tier I and Tier II instruction in the classroom focused on the power standards, student achievement in math will increase.

Plan - Math

MATH Goal:
- By June of 2023, we will increase the Math NWEA scores 3% from Fall 2022

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to Spring 2023 and Math M-Step scores by 3%.

Math Targets:
- **Quantitative Data**
    - ○ **Select which data from your story you would like to track.**
      NWEA-MAP Math
      M-Step Math
      Students will increase their Reading NWEA proficiency 3% from Fall 2022 to Spring 2023.
      Students will increase their ELA M-Step scores by 3% over previous years.
    - ○ **Measure Due Date:** June 2023

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Assess Needs - Behavior

Data Story #3

Data Sets
- [20.21 PBIS Survey Results](#)
- [21.22 Behavior Data](#)
- 21.22 PBIS Survey Results

Data Story Response: (Summarize the story the data above is telling).
- Each month the PBIS team completed reports for RESA and only in one month when there were three suspensions was there a discrepancy by race with ODRs.
- Over the course of the 21.22 school year 64.48% of ODRs were given to caucasians which is 60.88% of the population; 25.1% of ODRs went to African American who make up 22.12% of the population; 3.47% to Hispanic which are 7/08% of the population; and 5.41% of ODRs were to multi-ethnice students who are 7.26% of the population at Wildwood.
- Staff do not demonstrate a bias to minority students when writing up ODRs.
- All ODR percentages are within 4% of the percentage of students that make up the Wildwood population.

Gap Analysis
- There was a discrepancy in suspensions over the course of the year. African Americans which make up 22.12% of the population made up 42.86% of the suspensions. Caucasians that make up 60.88% of the population made up 57.14% of the suspensions.
- African Americans were more likely to be suspended by 14.28%
- During the 21.22 school year there were a total of 14 suspensions given - 6 to African Americans and 8 to Caucasians.
- African Americans, though they had a fewer total of suspensions had a higher percentage due to being a lower percentage of the population.
- All suspensions for the year were awarded to 3.56% of the population.
- All but two students who received suspensions during the school year also have an IEP.

Reflect on the identified learning gaps and answer the following questions - Behavior

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The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. **What strengths have been uncovered? What growth has been identified?**
   a. With the exception of multi-ethnic students the proportionality of ODRs to population is within 4%.
   b. The PBIS supports that are in place have been successful for girls.
   c. Kindergarten and first grade had very low numbers of ODRs written.
   d. The social skills learned in 3rd grade benefited the 4th graders in having a lower number of office referrals than 3rd of 5th grade.

2. **What learner needs are not being met?**
   a. The social-emotional regulation skills of boys are not being met and supported.
   b. The social-emotional regulation skills of African American and Caucasian students are not being met and supported when compared with other ethnic groups.
   c. The social-emotional regulation skills of students are not being met and supported when students are outside and in less structured times.

3. **What district programs, supports, and services are designated to meet student, classroom, and leadership growth?**
   a. Restorative Practices
   b. Positivity Project
   c. Check In/Check Out
   d. PBIS
   e. MTSS
   f. Classroom interventions

4. **Are there any major challenges not being addressed by a service, program, or activity?**
   a. De-escalation training for all staff - CPI basics,
   b. Standardize district-wide what is meant by aggressive behavior versus assault/fighting.
   c. How to incorporate SEL supports into the classroom without teachers feeling it is one more thing and balking at supporting student SEL needs.

5. **Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?**
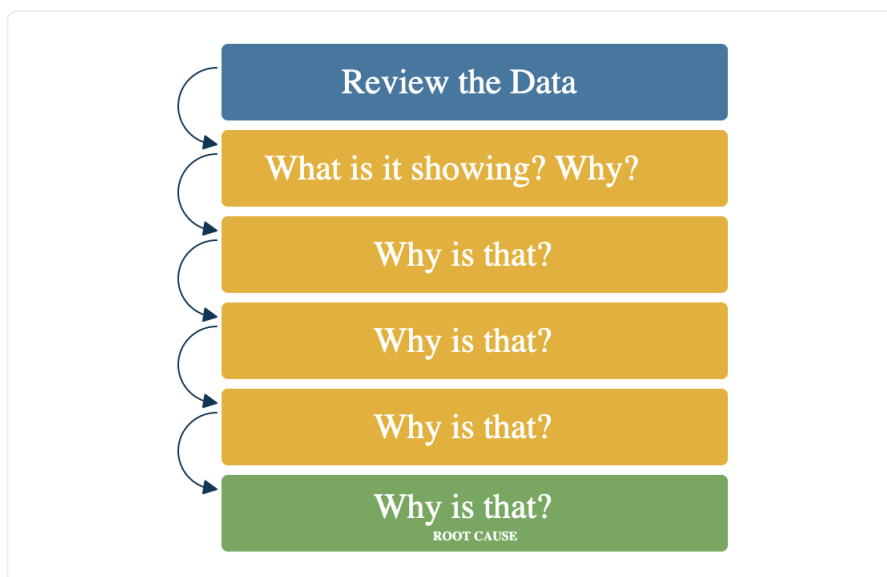
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a. Looking at the students who receive ODRs at the highest frequency these are the students who also have Tier II and III supports of Check In/Check Out, Social Work Supports, and IEPs. So, those would be considered the most at risk and do have supports in place, but those supports are not remediating behaviors.

b. For those students who are not receiving ODRs but are having mental health crises, we are missing being able to support them as they are not on our radar due to supporting the behavior students.

Analyze the Root Cause

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ❏ [20.21 PBIS Survey Results](#)
- ❏ [21.22 Behavior Data](#)
- ❏ 21.22 PBIS Survey Results
- ❏ Five Whys--See below

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.

Review the Data
What is it showing? Why?
Why is that?
Why is that?
Why is that?
Why is that?   **ROOT CAUSE**

1) Explain why the above data story is in the state it currently is.

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a) Many of the students who receive ODRs do not look like or come from the same socioeconomic background as the Wildwood staff as only 3% are of any ethnicity other than caucasian (1 African American, 1 Asian American)

b) Each month the PBIS team completed reports for RESA and only in one month when there were three suspensions was there a discrepancy by race with ODRs.

c) Over the course of the 21.22 school year 64.48% of ODRs were given to caucasians which is 60.88% of the population; 25.1% of ODRs went to African American who make up 22.12% of the population; 3.47% to Hispanic which are 7/08% of the population; and 5.41% of ODRs were to multi-ethnice students who are 7.26% of the population at Wildwood.

d) There was a discrepancy in suspensions over the course of the year. African Americans which make up 22.12% of the population made up 42.86% of the suspensions. Caucasians that make up 60.88% of the population made up 57.14% of the suspensions.

e) African Americans were more likely to be suspended by 14.28%

f) During the 21.22 school year there were a total of 14 suspensions given - 6 to African Americans and 8 to Caucasians.

2) **Looking at your response to the previous question, explain why that is.**

a) Staff not coming from the same ethnic or socioeconomic background as students may not understand the cultural norms, needs, or communication needs of students.

b) The majority of staff do not have non-violent crisis intervention training and do not understand how to deescalate a student, ignore small behaviors, or support students outside the box.

3) **Looking at your response to the previous question, explain why that is. (This represents the root cause)**

a) Staff need training on how to support students who do not look like them or come from the same socioeconomic background as themselves and have reactions that feel different than how they would react.

Create a Challenge Statement

● If staff center instruction on and hold one another accountable to the PBIS Plan, review data monthly with peers, develop a positive climate and culture in the classroom, then student office referrals for aggressive behavior will decrease.

Plan - Behavior

Define Behavior Goal:
- By June of 2023, we will reduce student behavior referrals for aggressive behavior by 10%.

Behavior Targets:
- **Quantitative Data**
  - **Select which data from your story you would like to track.**
    Reduction of ODRs when compared with the totals of 2021-22
  - **How will the data change?**
  - 10% decrease in office referral due to physical aggression
  - **Measure Due Date:** June 2023