



MICIP Collaboration and Planning Guide

School Improvement

MICIP - Continuous Improvement



School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis



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Updated Data and Important Information 2022

[Edison NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Edison Elementary

School Address: 34505 Hunter, Westland, MI

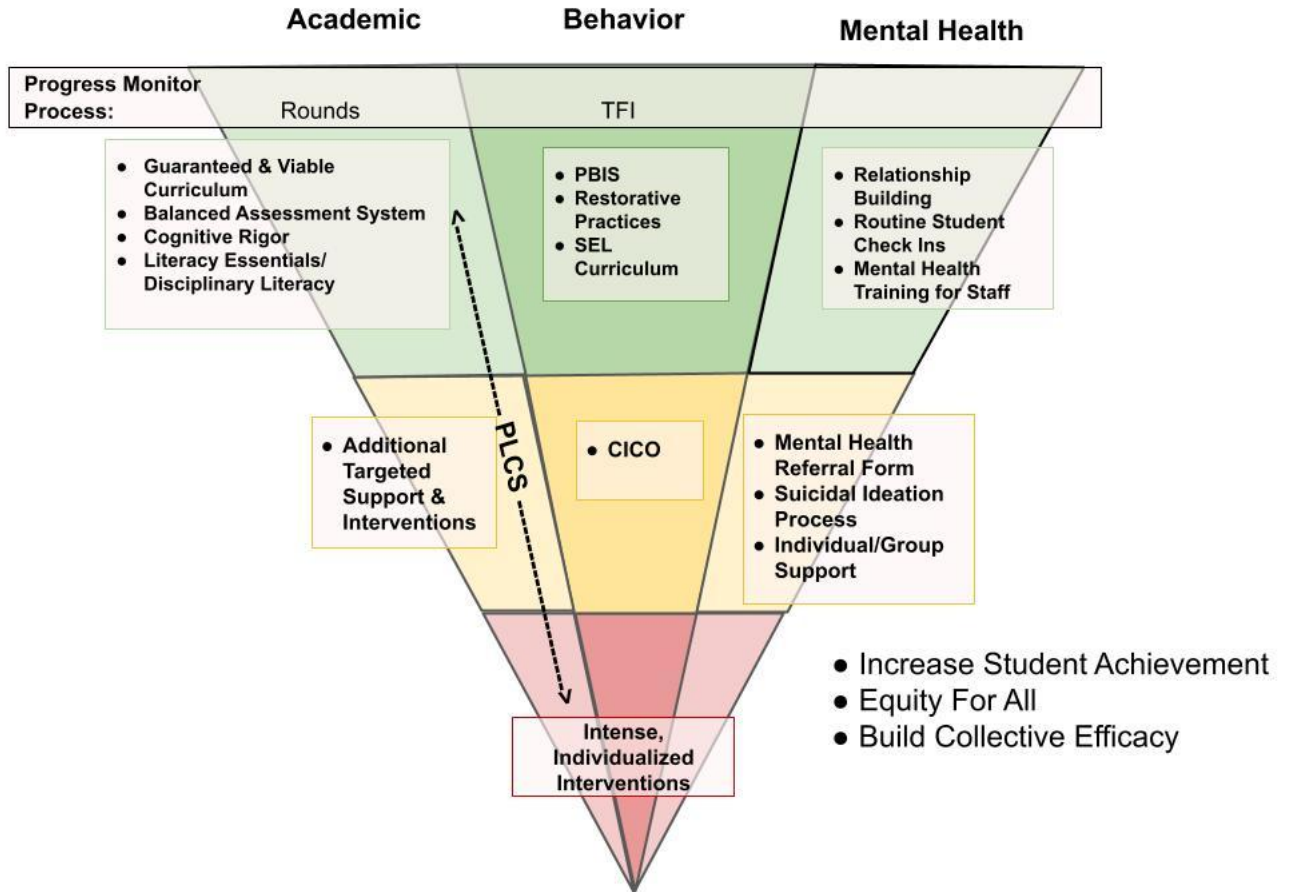
School Improvement Team Members and Role	
Bennett Tyler	Principal
Amy Peters	Instructional Coach
	Kindergarten
	1st Grade
	2nd Grade
	3rd Grade
	4th Grade
	5th Grade

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

[CNA 20-21](#)

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MTSS



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Initiative Inventory

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.

Reflect on all the initiatives in your building and answer the following questions.

List or include a link of all initiatives in your building below then answer the following questions. [\[Add link here\]](#)

1. What is the connection to the district Framework? ([MTSS Graphic](#))
2. What personnel are involved in the implementation?

One current initiative is the positivity project. The PBIS Team, principal, auxiliary staff, and classroom teachers are involved in the implementation.

Another initiative was our Wonders Program. The whole staff was involved in the implementation (instructional staff, paras for interventions, admin).

3. What is the expected outcome?

The expected outcome is to support our PBIS framework and encourage positivity throughout the school.

The Wonders Program was implemented during the 19-20 school year. For the 20-21 school year, it was used online as students were remote until March.

4. What evidence for outcomes are there thus far?

Staff has enjoyed the program and given positive feedback. It is user-friendly and gives a good message to students. Students were able to translate some of the skills from remote learning to the classroom in-person. Students did not return in-person until March, so we will need to continue to evaluate the effectiveness of the program school-wide.

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We will need to continue to evaluate student achievement data to see if the Wonders Program is effective or not. We do not have sufficient data at this time due to Covid and our closure/hybrid instructional model.

5. What is the financial commitment and source of funding?

21H funds were used for funding (\$1500).

The district purchased the Wonders Program.

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

P2 was fairly easy to implement, but the PBIS Team did share some of the information during back to school PD in the fall. Online training videos were also available for staff.

Teachers received professional development on the Wonders Program, however, it would be helpful to have additional time to discuss the program now that teachers have used it for a couple of years. Teachers would benefit from additional PD, especially returning to school full-time in the fall.

Teachers may also benefit from vertical conversations, so they understand the scope and sequence of the program. PD to connect Wonders with the literacy essentials, may also be helpful. Writing is a concern for the upcoming school year, as it was very difficult to teach virtually.

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Assess Needs - Literacy

Data Story #1

Data Sets

- [CNA 20-21](#)

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

20-21 Data was affected by the many forms of instruction delivered this year. (virtual/hybrid) Students took tests for NWEA in different locations with different levels of support. For M-Step our Reading data 3rd grade 50% are at or above proficient. 4th grade was 54% at or above and 5th grade was 72%. Teachers noted that this was affected also by attendance during our hybrid learning time.

Gap Analysis - Literacy

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

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.

1. What strengths have been uncovered? What growth has been identified?
- 2.

Based on the current year M-STEP scores, we have identified listening as one of our student's strengths.

The growth identified is that students that are attending are meeting expectations.

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3. What learner needs are not being met?

With writing, the concern is that the task of writing on M-STEP is too daunting. The expectation is too high for the time frame allowed, and something that takes weeks to complete in the classroom is being asked of our students in a half hour time frame.

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

Wonders, RTI-LLI, Student council- leadership growth, Foot Prints, Being a Writer, Compass Learning

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

Attendance, transient population, participation, ELL parent support

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

Many of the students in RTI have attendance concerns. IEP supports- there was no consistency within the resource room.

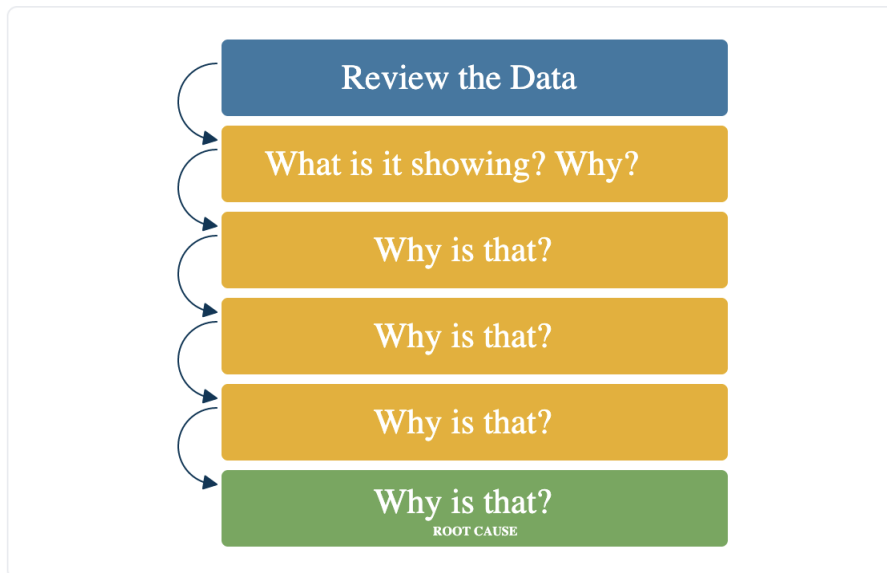
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Analyze the Root Cause - Literacy

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.

- ☐ [LINK TO DATA YOU WILL EXPLORE]
- ☐ [Five Whys](#) (make a copy of the document)
- ☐ [Root Cause Analysis](#)

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.
Our writing data concerns us, we feel these scores have been affected by student attendance, lack of curriculum consistency as well as student motivation on the test itself to produce fully formed answers.

2) Looking at your response to the previous question, explain why that is.
With our lack of curriculum consistency not all our grade levels are using the same writing program. K-1 uses Being a Writer while 2-5 uses the Wonders writing component. We recognized that teaching writing within the virtual classroom

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provided unique challenges that other areas did not. Providing formative feedback for students was very difficult in a timely manner to allow students to apply them.

3) Looking at your response to the previous question, explain why that is. At the curriculum council meetings K-1 felt that Wonder's wasn't developmentally appropriate, so Being a Writer was adopted as an alternative.

4) Looking at your response to the above question, explain why that is. As the teachers gained experience using Wonders and Being a Writer we noticed that there are some gaps in the development of writing skills.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
We haven't had time to meet across grade levels and within grade levels to align writing samples and identify steps for student growth.

Based on the results of the Root Cause Analysis (5 whys), is there any other data that should be added to your school data story? If no additional data is needed, continue to define a Challenge Statement. Define the results of your Root Cause Analysis in one sentence. This challenge statement describes the need, challenge, or opportunity for growth that the continuous improvement plan will address. You might consider using an "If..., then..." statement such as, "If we establish a shared equitable mindset and a coordinated systemic process to guide students toward higher-level learning opportunities, then student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase, and postsecondary programs will reflect the district demographic make-up."

Example: *The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.*

Challenge Statement - Literacy:

If we establish a shared and equitable mindset and coordinated systematic process to guide students towards higher level opportunities in writing then student growth can be more consistent across grade levels and more reflective of the rest of our scores.



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Plan - Literacy

Define Literacy (ELA) Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Our goal is to engage in year long PLC's through the MTSS process in ELA, in order to increase our NWEA and M-Step scores by June 2022.

ELA Goal:

Define Evaluation Impact Measures for ELA Goal

ELA Targets:

☐ Quantitative Data

☐ Select which data from your story you would like to track.

☐ NWEA

☐ M-Step

☐ How will the data change? * Increase in Value 0 Decrease in Value

☐ 3% Change

☐ Measure Due Date: June 2022

By June of 2022, we will increase the number of students proficient in Reading based on the NWEA assessment by 3%.

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Assess Needs - Math

Data Story #2

Data Sets

- Several data sets were analyzed, including the 19-20 CNA and 20-21 CNA. The CNA included NWEA data and M-STEP data.

- [CNA 20-21](#)

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

We're very concerned about the data from the 2020-2021 testing. We don't feel that these scores are accurate based on the testing conditions (at home). Also, the 2019-2020 data is only from fall to winter, not fall to spring. All grades had at least 50% of students meet their growth goal. Third grade had 76% meet their growth goal. African American students showed significantly less proficiency than Caucasian students, which doesn't match the demographics. For example, in 2018-2019 grade 3 African American students had 10% proficiency while caucasian students had 46.9% proficiency.

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state. Caucasian students scored slightly higher than african american students in most grade levels.

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?



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There are a number of students that have missed a great deal of school and will need additional support next year. Students that attended school in person made some growth.

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

Students will need additional social-emotional support. There have been a number of concerns upon returning to school.

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

Students are not used to being in school for a full day, all week. We will need to help them adjust to new routines. We would like more information on how to help fill the gaps in learning from the pandemic.

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? We will have a full-time social worker available as well as the positivity project. There will also be an MTSS interventionist to work with tier 2 and 3 students.

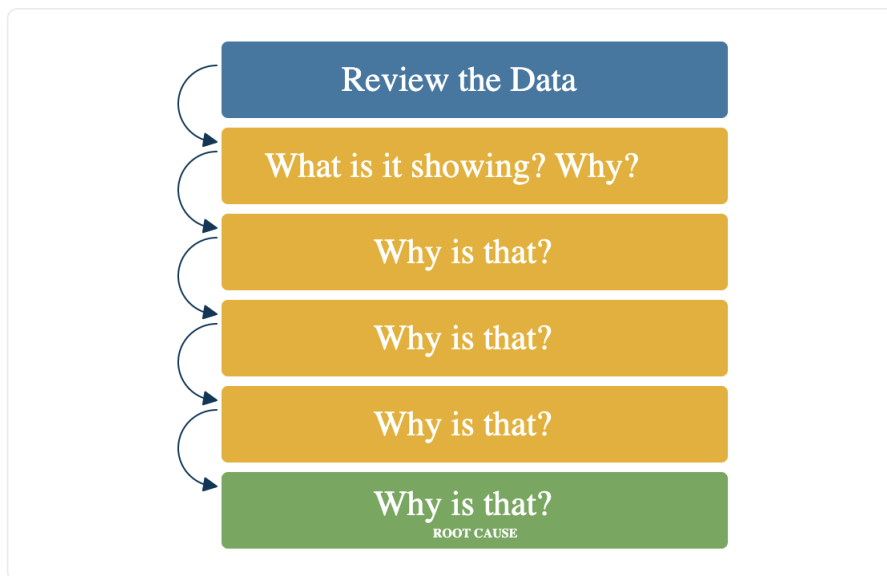
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Analyze the Root Cause

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.

- ☐ [LINK TO DATA YOU WILL EXPLORE]
- ☐ [Five Whys](#) (make a copy of the document)
- ☐ [Root Cause Analysis](#)

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.
Just as the behavior showed a large gap between caucasian and african american students, so does math. We teach the same curriculum to all students, so maybe the curriculum (Eureka math) is ineffective for African American students.
- 2) Looking at your response to the previous question, explain why that is.
Eureka Math is not relatable to our students.
- 3) Looking at your response to the previous question, explain why that is.

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They are taught differently at home, and then are unable to follow Eureka Math strategies.

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

The strategies taught in Eureka Math are not the same strategies that the parents learned when they were in school. They are trying to teach their children the way they learned.

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

Based on the results of the Root Cause Analysis (5 whys) , is there any other data that should be added to your school data Story? If no additional data is needed, continue to define a Challenge Statement.

Create a Challenge Statement

We need to reduce the gap in math scores and proficiency.

Plan - Math

Define MATH Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2022.

MATH Goal:

We will reduce the gap in math scores by at least 3%.



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Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

☐ Quantitative Data

- ☐ Select which data from your story you would like to track.
- ☐ How will the data change? 0 Increase in Value 0 Decrease in Value
- ☐ _____ % Change
- ☐ Measure Due Date:

By June of 2022, we will increase the number of students proficient in Math based on the NWEA assessment by 3%. In addition, we hope to decrease the gap between Caucasian and African American students by 5%, as measured by the NWEA assessment.

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Assess Needs - Behavior

Data Story #3

Data Sets

- Attendance Data
- ODR Data
- In/Out of school suspensions

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

There are approximately 20 students in each grade level that missed 10 or more days of school (17 1st, 20 2nd, 16 3rd, 17 4th, 20 5th).

There were 382 ODRs during the 19-20 SY (Although we closed in March). 3rd and 5th had twice as many ODRs as 1st, 2nd, and 4th. We had discussions about some of the behavior challenges in those grades, as some students had 10 or more ODRs. The SIP Team discussed that there were several students with high needs that accounted for many ODRs and suspensions, shown in our data.

Gap Analysis

Identify and List any gaps in **Behavior** between your current reality and desired state.

African American students account for 65% of ODRs and Caucasian students account for 34% of ODRs.

African American students account for 63% of Out of School Suspensions, while Caucasian students account for 36%.

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

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?

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One identified strength is that our Out of School suspension rate is low (about 10% of ODRs result in an Out of school suspension). We are wondering what we can do to support our African American students since there is a gap in our ODR data.

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

We are school-wide PBIS. Restorative practices and SRPC Training, QPR Suicide Prevention Training, Second Step, Positivity Project, buddy classrooms, and social work services are all designed to support our students.

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

Racial differences are not always taken into account when providing services for our students.

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

We have academic interventions in place at Edison, but we are wondering if we are doing enough to support students' mental health. The team is also wondering if we are doing enough to address some of our attendance concerns, as many students are missing more than 10 days.

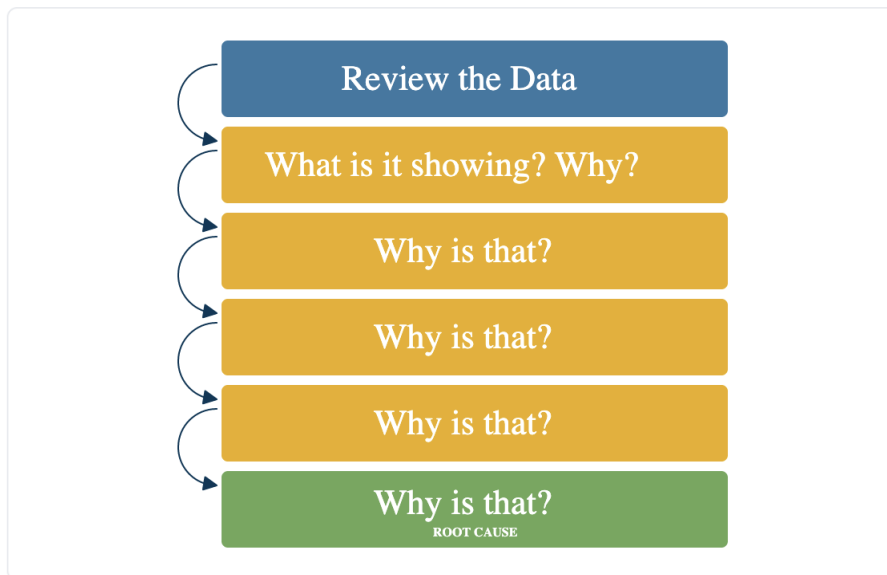
Analyze the Root Cause

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- ❑ [LINK TO DATA YOU WILL EXPLORE]
- ❑ [Five Whys](#) (make a copy of the document)
- ❑ [Root Cause Analysis](#)

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.
Schoolwide ODR data shows a gap between African American students and Caucasian students (there is a 31% difference). Our practices are not accounting for the cultural differences between African American and Caucasian students.
- 2) Looking at your response to the previous question, explain why that is.
The Edison Teaching Staff's diversity does not match our student demographic data. Our experiences and educational background no longer reflect the community we serve.
- 3) Looking at your response to the previous question, explain why that is.
WWCSD has not provided PD to understand cultural differences between African American and Caucasian students.



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4) Looking at your response to the above question, explain why that is. The district demographics have changed over time. In the past, the teaching staff and student population's demographics were similar. Currently, the student population has become more diverse.

Based on the results of the Root Cause Analysis (5 whys) , is there any other data that should be added to your school data Story? If no additional data is needed, continue to define a Challenge Statement.

Create a Challenge Statement

Our challenge at Edison is to gain relevant knowledge and training, in order to address cultural differences between African American and Caucasian students.

Plan - Behavior

Define Behavior Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2022.

Behavior Goal:

In order to reduce or eliminate the gap that exists in ODRs, we plan to educate ourselves with more culturally relevant practices.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

☐ Quantitative Data

- ☐ Select which data from your story you would like to track.



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- ☐ How will the data change? 0 Increase in Value 0 Decrease in Value
- ☐ _____ % Change
- ☐ Measure Due Date:

-ODR Data will be tracked in Mistar (specifically subgroup data)
-Our goal is to decrease or eliminate the gap between African American and Caucasian students
-June 2022

By June of 2022, we will increase the decrease or eliminate the gap between African American and Caucasian students as measured by Office Discipline Referrals (ODRs) by 5%.