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 NWEA DATA - ELLIOTT - 2021-22

WWCSD CNA - UPDATED April 2022

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School Name: Elliott Elementary
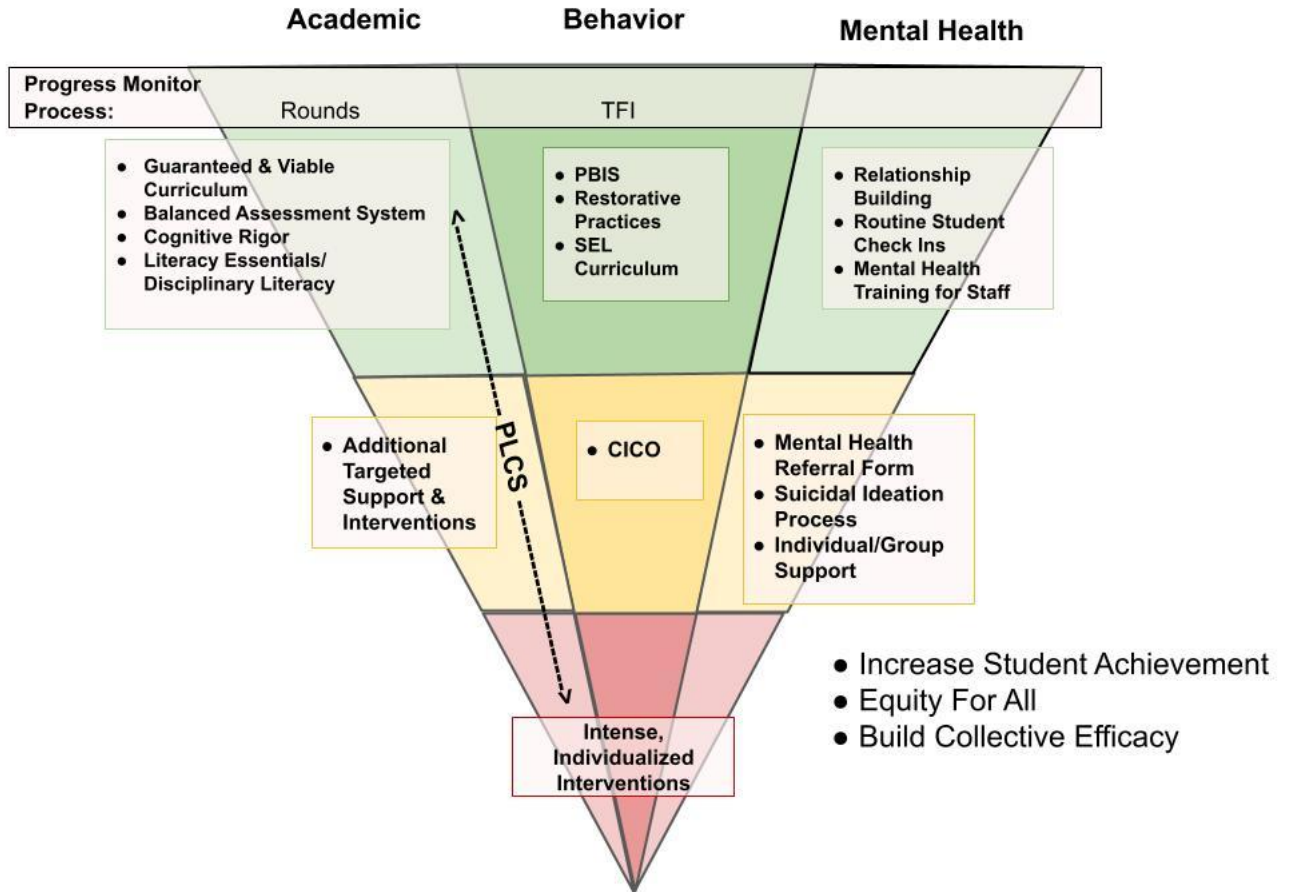
School Address: 30800 Bennington

Westland, Michigan 48186

School Improvement Team Members and Role	
Liz Anderson, Instructional Coach Erin D'Arcy, Psychologist Hilary Dixon, 1st grade teacher Andrea Griffin, Principal Sandra Linsner, MTSS Interventionist	Alyssa Richmond, Social Worker Janelle Schaeffer, Instructional Coach Anna Skinner, 2nd grade teacher

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

[CNA](CNA)

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MTSS

Academic	Behavior	Mental Health

Progress Monitor Process: Rounds — TFI

- **Guaranteed & Viable Curriculum**
- **Balanced Assessment System**
- **Cognitive Rigor**
- **Literacy Essentials/ Disciplinary Literacy**

- **PBIS**
- **Restorative Practices**
- **SEL Curriculum**

- **Relationship Building**
- **Routine Student Check Ins**
- **Mental Health Training for Staff**

PLCS

- **Additional Targeted Support & Interventions**

- **CICO**

- **Mental Health Referral Form**
- **Suicidal Ideation Process**
- **Individual/Group Support**

Intense, Individualized Interventions

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

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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.

[Elliott Elementary SIP At a Glance](#)

What is the connection to the district Framework? ([MTSS Graphic](#))

1. What personnel are involved in the implementation? [Elliott Elementary SIP At a Glance](#)
2. What is the expected outcome? [Elliott Elementary SIP At a Glance](#)
3. What evidence for outcomes are there thus far? [Program Evaluation Tool](#). Also see [CNA](#).
4. What is the financial commitment and source of funding? Title I Budget
5. What professional development exists including coaches and performance feedback? [Elliott Elementary SIP At a Glance](#)

MICIP Collaboration and Planning Guide

Assess Needs - Literacy

Data Story #1

Data Sets

- **UPDATED NWEA DATA - ELLIOTT - 2021-22**

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

Digital Data Story Response

Gap Analysis - Literacy
Identify and list any gaps found in literacy (ELA) data between your current reality and desired state.
Caucasion students made more growth and are performing at a more proficient level than African-American students. Students are performing below the national norms.

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

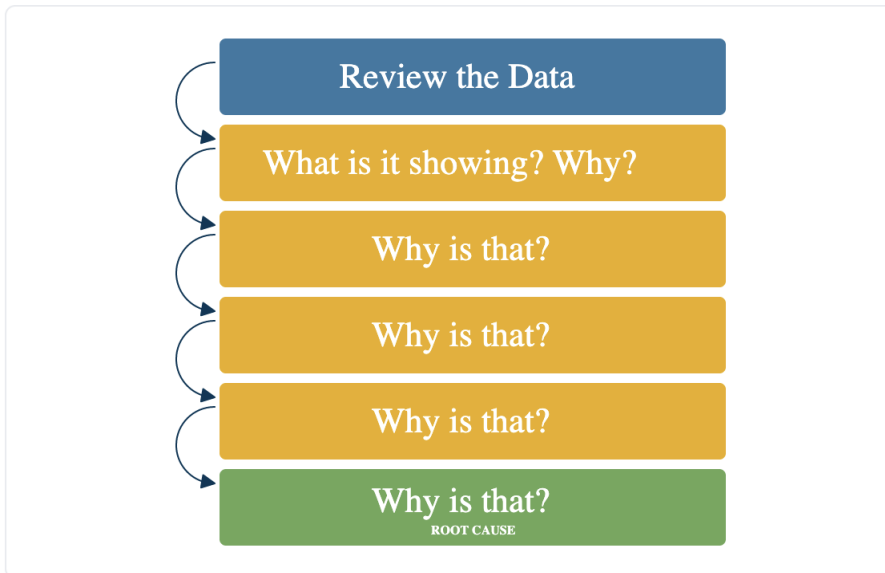From 20-21:

- Lower Elementary ELA
- Upper Elementary ELA

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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.

- ❏ **See data links above**
- ❏ **Five Whys--See below**
- ❏ **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.

```
┌─────────────────────────────────────┐
│          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.
   Tier 1 instruction is above the needs of students. It is not meeting them where they are currently at.

2) Looking at your response to the previous question, explain why that is.
   - There is inconsistency in the implementation of the ELA block.
   - There is inconsistency in the implementation of Wonders and other curriculum.

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

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There are no specific grade level guidelines for the ELA and Blitz Block times.

4) **Looking at your response to the previous question, explain why that is. (This represents the root cause)**
There has not been full staff training and conversations about what the ELA and Blitz block should look like.

Challenge Statement - Literacy:

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

Plan - Literacy

Define Literacy (ELA) Goal

By June of 2023, we will increase the Reading NWEA scores 3% from fall 2022 to spring 2023 and ELA MStep scores by 3%.

ELA Targets:

❏ **Quantitative Data**
Select which data from your story you would like to track.
- ✓ **Select which data from your story you would like to track.** NWEA
- ✓ **How will the data change?**   3% Increase in Value
- ✓ 3% Change in Spring NWEA/3% ELA MStep 2023
- ✓ **Measure Due Date:** Spring 2023

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Assess Needs - Math

Data Story #2

Data Sets

- **UPDATED NWEA DATA - ELLIOTT - 2021-22**

<u>Data Story Response:</u> (Summarize the story the data above is telling).
<u>Digital Data Story Response</u>

<u>Gap Analysis</u>
Identify and List any gaps in MATH between your current reality and desired state.

Based on NWEA and MStep data our Caucasion students across grade levels are making more growth and performing more prociently than our African American students. Many students are performing below the national norm.

<u>**Reflect on the identified learning gaps and answer the following questions - MATH**</u>

From 20-21:
- <u>Lower Elementary Math</u>
- <u>Upper Elementary Math</u>

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Analyze the Root Cause

Using the Five Whys tool to analyze your overall Math 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.

- ❏ **See data links above**
- ❏ **Five Whys--See below**
- ❏ **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.
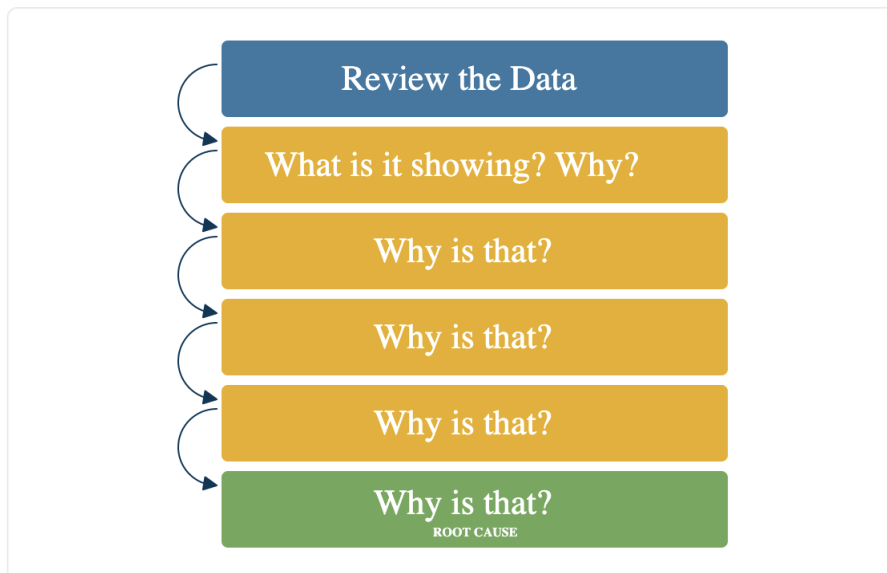
1) Explain why the above data story is in the state it currently is.

Math instruction is not prioritized or consistent throughout the grade levels.

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

Teachers are not able to get through all of the modules for their grade level. Therefore, students are entering the next grade level without covering all material in their previous grade level.

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

There is a strong focus on ELA.

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

There are gaps of learning that widen as students go up in grade levels.

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

There is a lack of vertical planning among grade levels.

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, student achievement in math will increase.

Plan - Math

MATH Goal:
By June of 2023, we will increase the Math NWEA scores by 3% from fall 2022 to spring 2023 and Math MStep scores by 3%.

Define Evaluation Impact Measures for your MATH Goal:
Math Targets:
- ❏ **Quantitative Data**
    - ✓ Select which data from your story you would like to track. NWEA
    - ✓ How will the data change?   3% Increase in Value
    - ✓ 3% Change in Spring NWEA
    - ✓ Measure Due Date: June 2023

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Assess Needs - Behavior

Data Story #3

Data Sets
DATA YOU WILL ANALYZE: Office Discipline Referrals received for 2021-2022

Data Story Response: (Summarize the story the data above is telling).
Social/Emotional Behavior

Gap Analysis
Identify and List any gaps in **Behavior** between your current reality and desired state.
❏ Social Emotional Behavior

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?**
   Everyone in the school knows and has the tools to implement PBIS interventions.

2. **What learner needs are not being met?**
   Restorative practices? Appropriate social codes of conduct.

3. **What district programs, supports, and services are designated to meet student, classroom, and leadership growth?**
   MTSS process, PBIS, classroom interventions, paraprofessionals, Family Resource Center, Care Solace

4. **Are there any major challenges not being addressed by a service, program, or activity?**
   De-escalation training, helpful to have more detailed ODR's to help understand the situation. More conversation on what aggressive behavior

looks like. Maybe role-play situations. More tier 1 interventions implemented within the classroom, classroom management.

5. **Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?**
   Yes, those students who are at the greatest risk are receiving tier 2 and tier 3 supports accordingly.

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.

- ❏ CNA
- ❏ Five Whys
- ❏ Root Cause Analysis

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
If staff center instruction on and hold one another accountable to the **PBIS Plan**, review data monthly with peers, and adjust instruction appropriately using best practices in TIer I and Tier II instruction, student office referrals will decrease.

Plan - Behavior

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Behavior Goal:

By June of 2023, we will have a 3% reduction in student behavior referrals.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:
- ❏ **Quantitative Data**
    - ✓ Select which data from your story you would like to track. ODRs
    - ✓ How will the data change?   0 Increase in Value   3% Decrease in Value
    - ✓ _3% Change
    - ✓ Measure Due Date: June, 2023