MICIP Collaboration and Planning Guide

School Improvement
MICIP - Continuous Improvement

Wayne-Westland
COMMUNITY SCHOOLS

School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

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Updated Data and Important Information 2022

[Graham NWEA Data 2021-22](#)

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WWCSD CNA -

Comprehensive Needs Assessment

Wayne-Westland
COMMUNITY SCHOOLS

Graham Elementary

Updated Data for 2021-22

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UPDATED April 2022

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School Name: PD Graham Elementary

School Address: 1255S. John Hix Westland, MI 48185

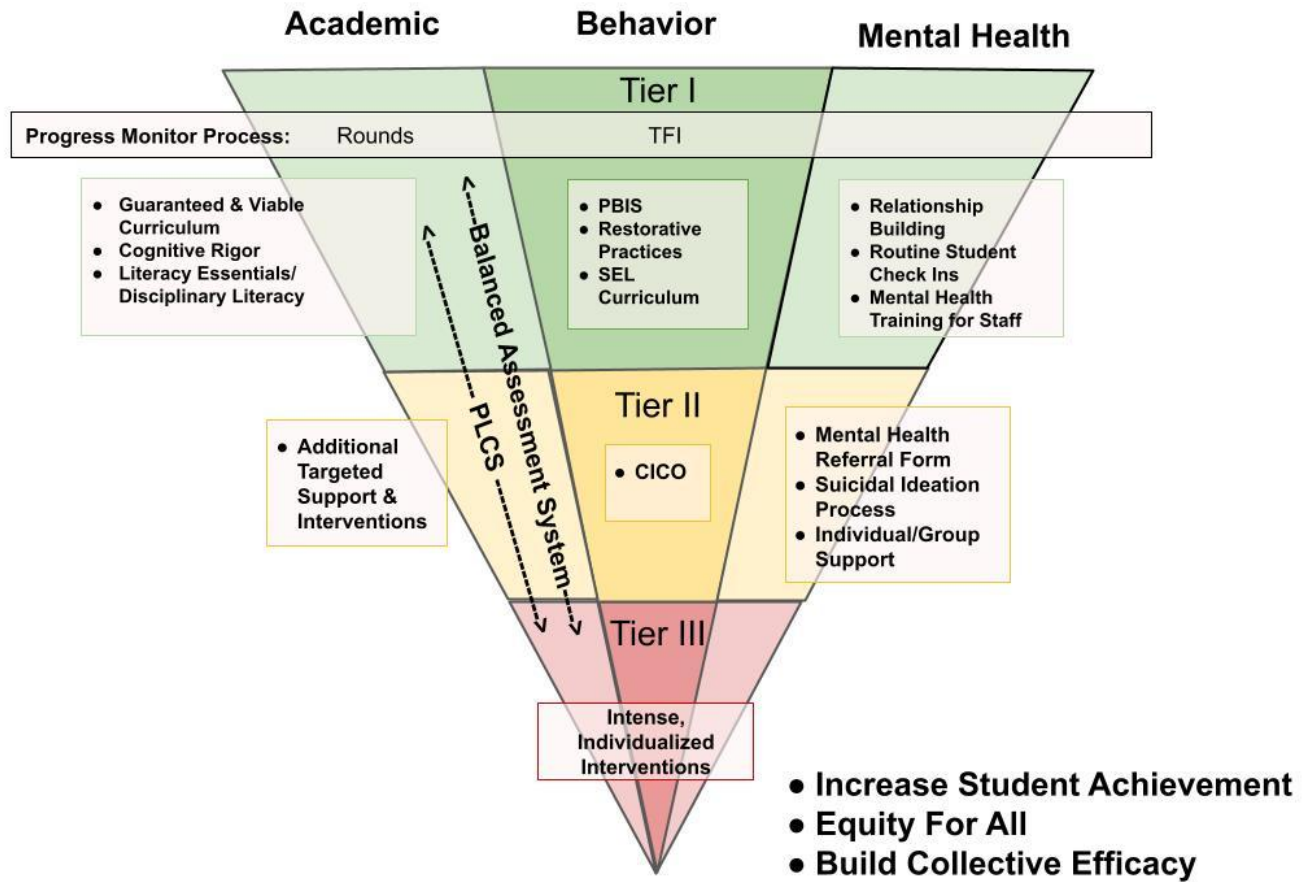| School Improvement Team Members and Role	
Lisa Sheppard	Aileen Balatico
Jen Akerley	Wendy Braswell
Roberta Widrig	Sandi Stuhr
Lexie Rea	Jennifer Morris
Jeanie Beaty	

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

[LINK TO CNA]

https://docs.google.com/document/d/1NiRXGi3SZTAqk3IiXjIF6C1-JRbv_5r80Axp78lFhcs/edit

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Multi-Tiered System of Supports

Academic   **Behavior**   **Mental Health**

Tier I

| Progress Monitor Process: | Rounds | TFI | |

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

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

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

<----Balanced Assessment System---->
PLCS

Tier II

- **Additional Targeted Support & Interventions**

- **CICO**

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

Tier III

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.

Initiative Inventory

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

   We are using the district curriculum to implement Tier 1 instruction to all students. We are providing tier 2 instruction using literacy footprints and compass learning.

2. What personnel are involved in the implementation?

   Classroom teachers provide tier 1 and tier 2 instruction. Our IC provides tier 2 support for specific students.

3. What is the expected outcome?

   The expected outcome is to close the achievement gap and improve student achievement.

4. What evidence for outcomes are there thus far?

   Classes that have implemented the curriculum with fidelity are seeing growth. Classes that have utilized small group instruction and compass learning are seeing growth.

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

   Title 1 funding for Instructional coach and literacy footprints

PTA funding for accelerated reader

District funding for Wonders, Eureka Math and Compass Learning.

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

The instructional coach and grade level leads provide professional development. Performance feedback is provided by administration.

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Assess Needs - Literacy

Data Story #1

Data Sets

Graham - Percentage of Students Meeting Fall to Winter Projected Growth

Reading	2017-2018			2018-2019			2019-2020			2020-2021		
	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection
Grade K	106	49	46.23%	62	31	50.00%	88	38	43.18%			#DIV/0!
Grade 1	96	40	41.67%	88	35	39.77%	61	40	65.57%			#DIV/0!
Grade 2	58	30	51.72%	86	54	62.79%	81	47	58.02%			#DIV/0!
Grade 3	76	47	61.84%	48	29	60.42%	85	42	49.41%			#DIV/0!
Grade 4	78	50	64.10%	28	17	60.71%	5	2	40.00%			#DIV/0!
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	58	25	43.10%			#DIV/0!
Total	414	216	52.17%	312	166	53.21%	320	169	52.81%	0	0	#DIV/0!

Math	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection
Grade K	98	70	71.43%	61	39	63.93%	86	40	46.51%			#DIV/0!
Grade 1	95	38	40.00%	19	9	47.37%	4	2	50.00%			#DIV/0!
Grade 2	58	32	55.17%	10	5	50.00%	57	36	63.16%			#DIV/0!
Grade 3	77	43	55.84%	2	2	100.00%	83	36	43.37%			#DIV/0!
Grade 4	80	34	42.50%	28	15	53.57%	3	0	0.00%			#DIV/0!
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	54	20	37.04%			#DIV/0!
Total	408	217	53.19%	120	70	58.33%	233	114	48.93%	0	0	#DIV/0!

	2020-2021(Fall to Winter)		
	# with both scores	# met projection	% met projection
Reading			
Kindergarten	54	21	39%
1st Grade	59	16	27%
2nd Grade	53	18	34%
3rd Grade	72	27	38%
4th Grade	75	21	28%
5th Grade	33	12	36%

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[insert links or summarize LITERACY data you will explore from your CNA]

NWEA DATA 2021-2022

ELA Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
1	42	32	13	35	55
2	19	18	42	49	70
3	21	16	8	40	57
4	36	23	1	41	73
5	23	24	53	49	68

Data Story Response: (Summarize the story the data above is telling).
The percentage of students meeting their projected growth is at 35% or more of students meeting their reading projections for 2022 across all grade levels.

Gap Analysis - Literacy
Identify and list any gaps found in literacy (ELA) data between your current reality and desired state.
With students being back in school face to face full time, we are seeing that the number of students that are meeting their projected growth is improving.

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?
   K- Took the KRA in the fall so there is no NWEA data
   1st- Post-pandemic over 35% of students met their reading goal.
   2nd-Post-pandemic over 49% of students met their reading goal.
   3rd- Post-pandemic over 40% of students met their reading goal.
   4th-Post-pandemic over 41% of students met their reading goal.
   5th-Post-pandemic over 49% of students met their reading goal.
   4th and 5th grade AA students are outperforming their peers.

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2. What learner needs are not being met?
   Students with chronic absenteeism are underperforming. Students who did not attend virtually consistently, are not learning at the same rate as their peers.

3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
   Special Education services, student support services, student council, tutoring, intervention, PBIS program, district provided PD, online math intervention program (Compass), Positivity Project

4. Are there any major challenges not being addressed by a service, program, or activity?
   Lack of training and personnel for intervention programs, research based intervention programs for our tier 2 and 3 students, wrap around services for tier 3 students, building-based/onsite mental health support for students, chronic absenteeism support

5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
   We do not have enough personnel on site for our students that need tier 2 and 3 support. For our students that need tier 2 support, intervention is offered however one interventionist cannot service all students in need. The district is offering summer learning intervention programs however we do not know if students and families in need of services will take advantage of them.

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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.
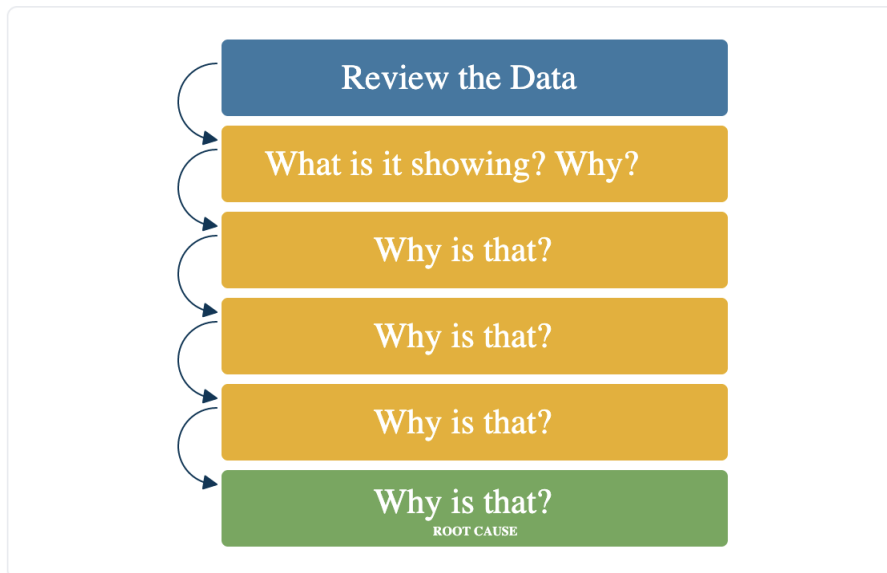
1) Explain why the above data story is in the state it currently is.
   a) Post-pandemic learning loss in lower elementary

2) Looking at your response to the previous question, explain why that is.
   a) Those students were not exposed to basic foundational skills and routines. They have not had a normal year of school yet.

3) Looking at your response to the previous question, explain why that is.
   a) When students returned to school they were put in classes with high numbers making it difficult to address students' learning needs.

4) Looking at your response to the above question, explain why that is.
District allowed higher class sizes and there were not as many teachers to fill positions.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
Lack of student engagement, attendance, and acquisition of basic skills during the pandemic made it difficult to make progress when they returned to larger class sizes, not allowing teachers time to meet individual needs.

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 teachers focus on the priority standards when teaching the curriculum then they'll not have to teach everything in Wonders and that would open up time for in class reading intervention.

Plan - Literacy

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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.

ELA Goal:
Our goal is to focus on priority standards and implement reading intervention to increase the overall percentage of students meeting their projected growth to 45% or higher across grade levels.

Define Evaluation Impact Measures for ELA Goal

ELA Targets:

- ❏ Quantitative Data

- ❏ Select which data from your story you would like to track.
    - ❏ How will the data change?   0 Increase in Value
    - ❏ Approximately 10 % Change in NWEA project growth
    - ❏ Measure Due Date: Spring 2023
    - ❏ Measure Explanation- Pre pandemic we had at least 40% of students meeting their targeted growth projections. However over the last year we have seen a decline due to pandemic learning loss. So we are focusing on getting our students back on track and we will use NWEA to measure their growth.
    - ❏ Track K-2

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Assess Needs - Math

Data Story #2

Data Sets

Graham - Percentage of Students Meeting Fall to Winter Projected Growth

Reading	2017-2018			2018-2019			2019-2020			2020-2021		
	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection
Grade K	106	49	46.23%	62	31	50.00%	88	38	43.18%			#DIV/0!
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Math	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection	# with Both Scores	# Met Projection	Pct. Met Projection
Grade K	98	70	71.43%	61	39	63.93%	86	40	46.51%			#DIV/0!
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Total	408	217	53.19%	120	70	58.33%	233	114	48.93%	0	0	#DIV/0!

	2020-2021(Fall to Winter)		
	# with both scores	# met projection	% met projection
Math			
Kindergarten	50	12	24%
1st Grade	57	20	35%
2nd Grade	53	12	23%
3rd Grade	71	32	45%
4th Grade	73	27	37%
5th Grade	22	14	64%

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NWEA MATH 2021-2022

MATH Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
1	52	36	4	44	55
2	17	15	33	44	70
3	8	17	99	65	57
4	16	18	67	53	74
5	9	5	3	36	67

Data Story Response: (Summarize the story the data above is telling).
During the 2021-2022 school year, students have returned to school full time. The number of students taking NWEA has returned to closer to pre pandemic numbers and the number of students reaching the growth goal is over 40% in grades 1-4. We do not have data for Kindergarten because they took the KRA assessment in the fall of 2021.

Gap Analysis
Grades 1-4 have over 40% of students reaching their growth goal. We do not have data for Kindergarten because they took the KRA assessment in the fall of 2021. 5th grade showed limited growth.

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

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. We have a high percentage of students meeting their RIT goal in 3rd & 4th. Each grade level only focuses on one standard (NWEA strand) for the first marking period.

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

a. Compass, Eureka Math, Special Education services, Student support Interventionist, district provided PD, math recovery

3. Are there any major challenges not being addressed by a service, program, or activity?
   a. Students in need of tier 2 and tier 3 services are not receiving consistent intervention, staff are not trained on compass learning, math curriculum does not spiral and is not as engaging as needed for students.

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
   a. No, we do not have enough focus on math intervention. Our intervention time is strictly for Reading. We offer a tutoring program, but it is at the end of the year, it needs to be moved to the middle of the year.

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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

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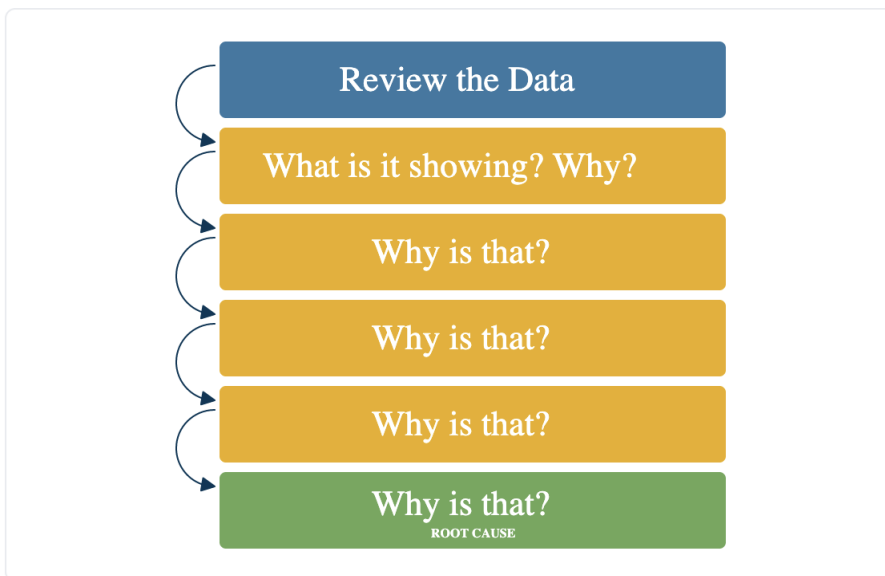
1) Explain why the above data story is in the state it currently is.
We do not get through the entire curriculum year after year.

2) Looking at your response to the previous question, explain why that is.
Lots of repetitive lessons and scheduling interruptions.

3) Looking at your response to the previous question, explain why that is.
The way the curriculum is designed. School closures, assemblies, uncontrollable circumstances, teacher absences, field trips, support services pull outs.

4) Looking at your response to the above question, explain why that is.
The curriculum designates whole units to one standard and doesn't spiral. It takes longer to get through modules that the last 2 modules don't get introduced. With the uncontrollables it takes away even more time with getting through the curriculum.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
Attempting to have mastery of modules before moving on, the need for reteaching and reassessing students, pacing adjustments to meet the needs of students

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.

<u>Create a Challenge Statement</u>
If we prioritize modules and adjust the order then students will be introduced to content that they have not been exposed to in the previous years.

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.

<u>Example:</u> *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: Our goal is to adjust pacing and focus on mathematical practices and priority standards to expose students to new content in order to increase the overall percentage of students meeting their projected growth to 45% or higher across grade levels.

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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. NWEA
  - ❏ How will the data change?   **Increase in Value**
  - ❏ _10% Change
  - ❏ Measure Due Date: Spring 2022
  - ❏ Measure Evaluation: Pre pandemic we had at least 40% of students meeting their targeted growth projections. We are currently close to pre-pandemic numbers, however, there still have been multiple quarantines, higher absences due to sickness and difficulties relating to social emotional distress. We still are not getting through all the math modules which then creates gaps in learning each year therefore we need to prioritize modules to introduce students to new content and prepare them for the standardized assessments.

Assess Needs - Behavior

Data Story #3

Data Sets
(add link)

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

Gap Analysis
We have at least 80% of students meeting behavioral expectations. Students that display inappropriate behaviors are repeat offenders.

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.

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1. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?
   Majority of our students are able to meet behavioral expectations without additional support. Our students benefit from continuing our PBIS school wide behavior expectations implementation and the new implementation of our SEL curriculum, The Positivity Project. We have a group of students that require tier 2 and tier 3 behavior support who receive services from the school social worker or student support interventionist.

2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
   The district supports PBIS and the Positivity Project. Our building has a part time support interventionist and full time school social worker that can provide tier 2/tier 3 supports. We have a referral list for tier 3 wrap around supports for our families and access to Care Solace to refer students who need therapy- including behavioral therapy.

3. Are there any major challenges not being addressed by a service, program, or activity?
   There are no major challenges to student behavior that are not being addressed by a service, program, or activity.

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
   PBIS and the Positivity Project are preventative. Our student support interventionists provide tier 2 supports for students without an IEP. Our social worker supports our students with an IEP or more intensive behaviors.

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.

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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.
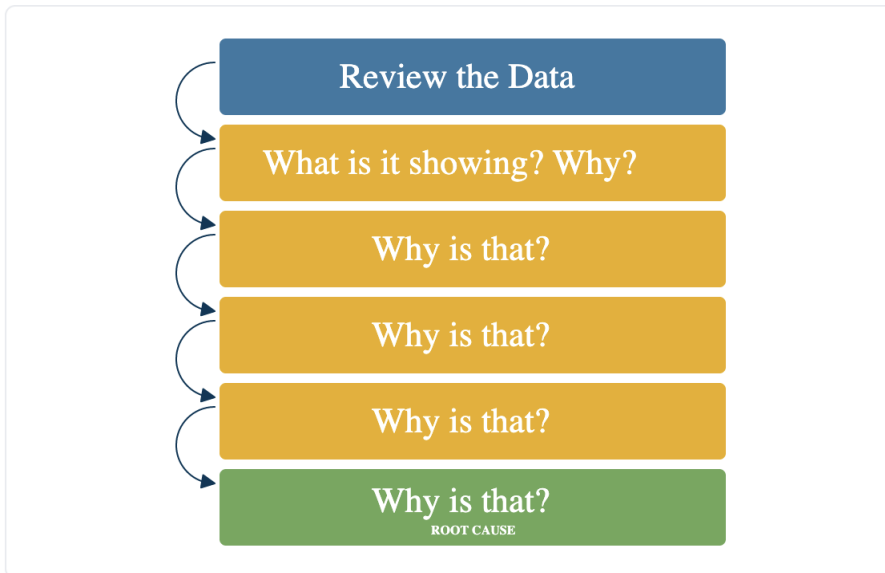
1) Explain why the above data story is in the state it currently is.
   This year, we've had 107 ODRs.

   Our overall ODRs are low because teachers implement solid Tier 1 behavioral interventions and have started implementing our schoolwide SEL curriculum, and have support staff to help implement tier 2/tier 3 supports.

2) Looking at your response to the previous question, explain why that is.
   Because we have staff that have bought into PBIS, The Positivity Project and Restorative Practices, and have support staff to help implement.

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

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Because we have strong leadership and a veteran staff that is invested in student success, and understands that behavior needs to be handled appropriately before students can access curriculum.

4) Looking at your response to the above question, explain why that is.
Because we have been trained in these supports.

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

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 students were provided tier 1 SEL instruction then there will be improved classroom behavior, academic success and self-awareness.

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:
Our goal is to continue to provide tier 1 SEL and behavioral instruction for all students in order to improve academic performance, student to student relationships, self awareness and social awareness.

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Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:
- ❏ **Quantitative Data**
    - ❏ Select which data from your story you would like to track.
      We will track ODRs and the types of behaviors referred to the office for intervention.
    - ❏ How will the data change?   0 Increase in Value   0 Decrease in Value
    - ❏ 5% Change in the amount of ODRs in comparison to data from 2021-2022 school year
    - ❏ Measure Due Date: Spring 2023