

School Improvement

MICIP - Continuous Improvement



School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

Updated Data and Important Information 2022

[Hicks NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)

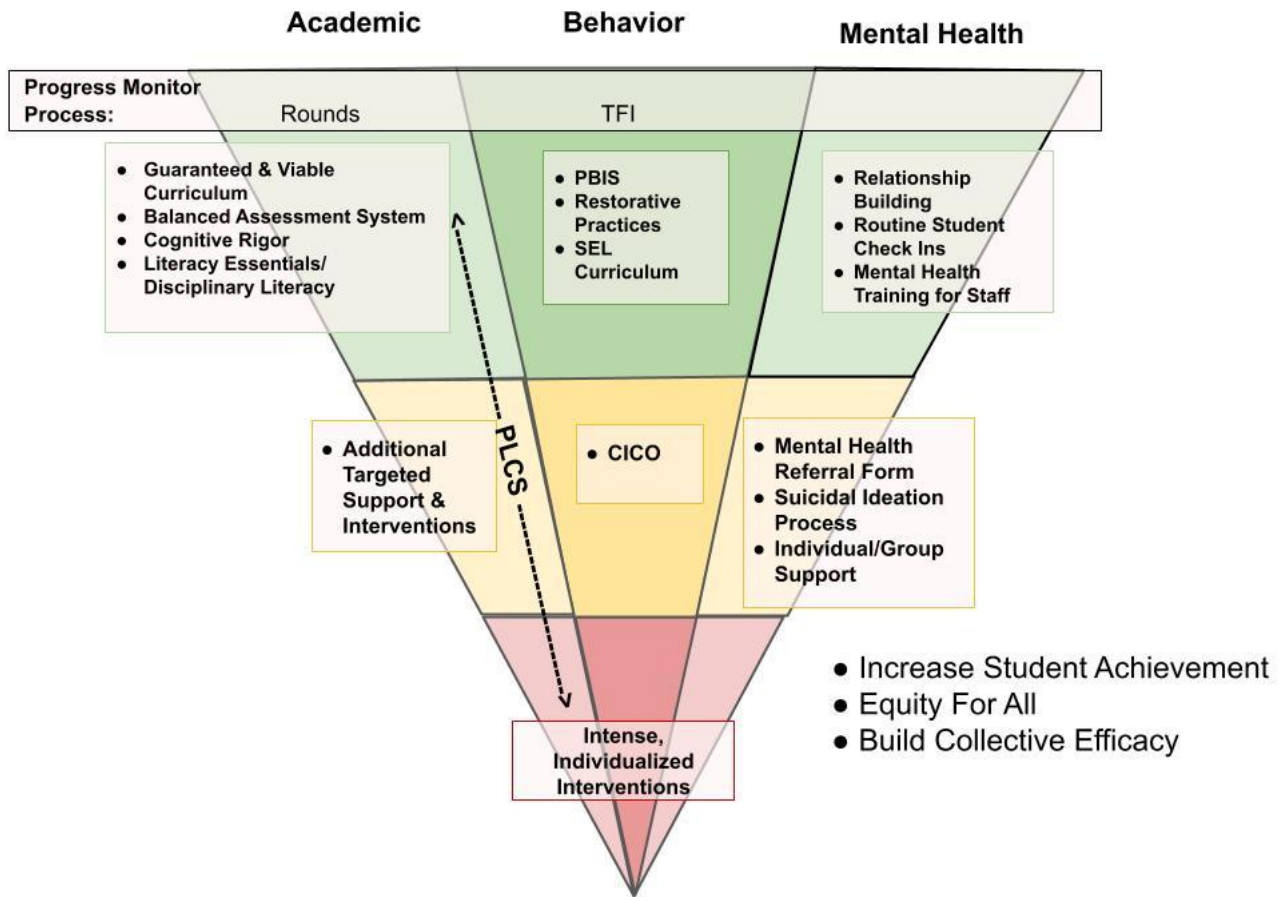
School Name: Hicks Elementary School #HicksHustlesHarder

School Address: 100 Helen, Inkster, MI 48141

School Improvement Team Members and Role	
Amy Gee-Principal	Heather Van Aken-Instructional Coach
Jana Babyak-Assistant Principal	April McCreery-Special Education Teacher
Matthew Furca-5th Grade Teacher	Kristen Duran- MTSS Interventionist
Bethany Canada-3rd Grade Teacher	Christie Brewster-K Teacher
Rachael Hendzell-Speech Therapist	Martin Castellon- P.E. Teacher
Armando Ozuna-Social Worker	Natalee Elsayed- 4th Grade Teacher

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

MTSS



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

Name of Initiative	Coordinator	Start and End Date	Funding Source	Measures of Outcomes	Evidence of Outcomes
Response to Intervention	Intervention Specialists	9/2010 - ongoing	Title I, Title II, General Fund	BAS, MStep, NWEA	Data showed increase in student

					academic achievement
Instructional Coaching	Instructional Coach	9/2018 - ongoing	Title I, Title II, General Fund	MStep,NWEA	Increase in NWEA scores
PBIS	Social Worker	9/2017 - ongoing	Wayne RESA	Decrease in ODRs & Suspensions	Decrease in ODRs & Suspensions
MTSS Coordinator	MTSS Interventionist	9/2021	31a	BAS, MStep, NWEA	TBD
Student Interventionists	MTSS Interventionist	9/2021	Title I	BAS, MStep, NWEA	Data showed significant increase in student academic achievement

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

All of the above initiatives fit the MTSS Framework.

1. What personnel are involved in the implementation?

All Hicks staff assist with these initiatives. Classroom teachers will improve Tier I and Tier II instruction, across the Academic, Behavior and Mental Health categories, using the PLC format, Instructional Rounds and with professional development and support from the Instructional Coach, MTSS Interventionist and School Social Worker. Staff may also seek to improve instruction by attending professional development outside of what is offered by the district.

2. What is the expected outcome?

The expected outcome of the implementation of the MTSS Framework is to have a consistent, comprehensive district plan for MTSS.

3. What evidence for outcomes are there thus far?

For ELA: Looking at the 2019-2020 fall to winter data the first graders had 55% met projection and as they moved to second grade 2020-2021 fall to winter that percentage dropped to 33%. Within the same set of data and cohort of students in first grade they had a CGI of 0.13 and as they went to second grade the CGI is now -5.54. The cohort of students from the school year 2019-2020 fall to winter data in second had a CGI of -4.49 and 14% met their projected growth, as third graders this year for the 2020-2021

school year the CGI dropped to -7.27 and 10% of students met their projected growth.

Based on the 2021-2022 Fall to Spring data our second graders had a decrease in their CGI making it go from -2.69 to -1.94. Even though there was a decrease in the CGI there was not as much of an increase in the amount of students who met their growth projection. This gap will continue to be a focus going into the 2022-2023 school year with the support of Instructional coaching and MTSS.

For Math: Looking at the 2019-2020 fall to winter data the first graders had 42% met projection and as they moved to second grade 2020-2021 fall to winter that percentage dropped to 13%. The CGI for 2nd grade for the year of 2019-2020 fall to winter data is the highest compared to other grade levels, the CGI is -3.32. If you follow the second grade cohort from 2019-2020 to third grade 2020-2021 there is not much of a difference in the percentage met.

Based on the 2021-2022 Fall to Spring data our current 4th graders have shown an improvement in their CGI; going from -5.44 in 3rd grade to a 0.40 in 4th grade. The percentage of students who met their growth projection in 3rd grade was 0% and in 4th grade 49% met their growth projection.

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

Instructional Coach will be funded through Title I, Title II and General Fund. MTSS Interventionist will be funded through 31A. Additional student interventionists are funded through Title I and building Para is funded through 31A..

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

Instructional Coaches: Weekly cohort meetings with PD embedded. They also attend Wayne RESA Coaching Collaborative meetings monthly. Coaches will help model Tier I supports in the classroom while assisting with PLC format.

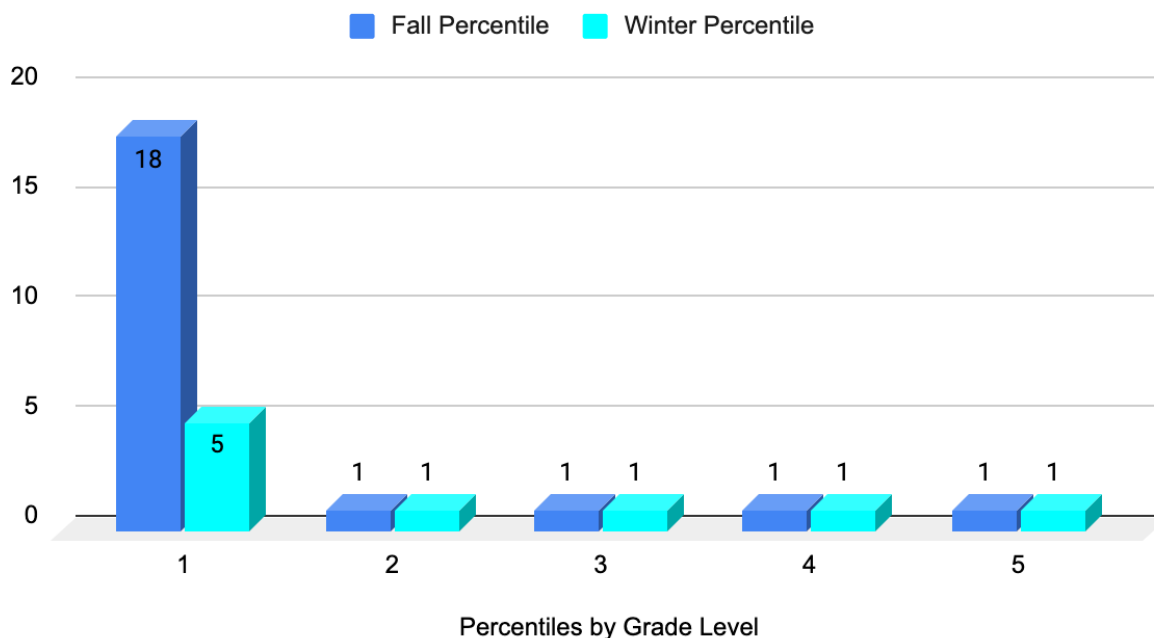
MTSS Coordinator: Will be responsible for training classroom teachers on Tier II interventions. They will work with teachers in PLCs to focus on improving student achievement.

Classroom teachers: Will receive PD from Instructional Coach and MTSS Coordinator. They can also seek PD from outside the district as well.

Assess Needs - Literacy

Student Achievement - Reading NWEA

NWEA ELA: HICKS



ELA Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
K					
1	18	5	1	30	56
2	1	1	1	19	68
3	1	1	1	25	71
4	1	1	5	37	51
5	1	1	8	41	71
ELA Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
African American					
K					
1	12	2	1	25	44
2	1	1	1	19	54
3	1	1	1	25	52
4	1	1	5	37	38
5	2	2	9	42	55

ELA WINTER TO WINTER					
Hicks	Winter '20 Percentile	Winter '21 Percentile	CGI	CGP - ALL	%Met Projections
1st Grade	31	1	-4.84	1	9
2nd Grade	33	1	-6.05	1	5
3rd Grade	4	1	-6.99	1	17
4th Grade	1	1	-1.36	9	42
5th Grade	1	1	0.60	73	51

ELA FALL TO WINTER					
Hicks	Fall '20 Percentile	Winter '21 Percentile	CGI	CGP - ALL	%Met Projections
Kindergarten	47	22	-2.48	1	35
1st Grade	3	1	-3.54	1	18
2nd Grade	21	3	-5.54	1	33
3rd Grade	3	1	-7.27	1	10
4th Grade	1	1	-3.2	1	30
5th Grade	1	1	-1.51	7	35

Math: Math K-12

		Comparison Periods									Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth			Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
0	0	**			**			**					**				
1	55	150.3	11.1	10	166.1	11.5	5	16	1.0	18.9	-1.11	13	55	20	36	33	
2	57	153.5	14.2	1	167.2	14.6	1	14	1.5	16.5	-1.14	13	57	16	28	26	
3	65	163.8	15.7	1	175.5	16.0	1	12	0.8	13.4	-0.72	23	65	17	26	24	
4	45	175.8	14.8	1	187.6	16.7	1	12	1.1	10.9	0.40	65	45	22	49	47	
5	67	184.3	16.8	1	191.8	17.6	1	8	1.0	8.5	-0.37	35	67	22	33	35	

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2022)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
		0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**
1	55	148.6	10.7	17	160.7	11.8	5	12	1.2	17.3	-1.83	3	55	14	25	19	
2	59	153.5	17.7	1	163.1	16.5	1	10	1.5	15.0	-1.94	3	59	9	15	16	
3	67	164.8	14.5	1	175.1	17.4	1	10	1.3	13.4	-1.34	9	67	22	33	22	
4	49	174.1	15.9	1	187.1	17.4	1	13	1.2	11.1	0.83	80	49	28	57	52	
5	66	187.7	20.1	1	193.9	19.9	1	6	1.2	8.7	-1.14	13	66	22	33	31	

Student Achievement - Reading NWEA

2018-2019 School Year

Gr.	Spring '18 Mean RIT	FALL '18 Mean RIT	Spring '19 Mean RIT	Baseline percentile	Spring Percentile	CGI	CGP	Percent met projection
K		134.1	152.6	15	17	-0.11	46	50
1		152.0	164.8	9	3	-1.58	6	27
2		165.3	172.2	9	1	-3.11	1	10
3		168.2	180.1	1	1	-0.11	45	42
4	181		194.3	1	4	2.65	99	61

NWEA - 4th graders were in the 99th percentile for growth (CGP). Gains were made and students moved from the 1st percentile to the 4th percentile. 2nd grade students went from the 9th percentile to the 1st, and had a -3 CGI, which is significant. Only 10% of 3rd graders met their RIT goals in the 18-19 school year.

2017-2018 School Year

Gr.	Spring '17 Mean RIT	FALL '17 Mean RIT	Spring '18 Mean RIT	Baseline percentile	Spring Percentile	CGI	CGP	Percent met projection
K		138.9	153.6	41	22	-1.13	13	35
1		155.3	166.6	21	5	-2.14	2	23
2		164.8	177.6	8	5	-0.83	20	29
3		172.5	182.7	1	1	-0.80	21	43
4		182.8	187.9	1	1	-2.13	2	32

Student Achievement - Reading NWEA

Data Story Response:

Looking at the 2019-2020 fall to winter data the first graders had 55% met projection and as they moved to second grade 2020-2021 fall to winter that percentage dropped to 33%. Within the same set of data and cohort of students in first grade they had a CGI of 0.13 and as they went to second grade the CGI is now -5.54. The cohort of students from the school year 2019-2020 fall to winter data in second had a CGI of -4.49 and 14% met their projected growth, as third graders this year for the 2020-2021 school year the CGI dropped to -7.27 and 10% of students met their projected growth. This is a gap that needs to be addressed and closed for the 2021-2022 school year.

Based on the 2021-2022 Fall to Spring data our second graders had a decrease in their CGI making it go from -2.69 to -1.94. Even though there was a decrease in the CGI there was not as much of an increase in the amount of students who met their growth projection. This gap will continue to be a focus going into the 2022-2023 school year with the support of Instructional coaching and MTSS.

Gap Analysis - Literacy

Looking at the 2020-2021 fall to spring data the first graders had 20% met projection and as they moved to second grade 2021-2022 fall to spring that percentage dropped to 15%.

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?

The district adopted Wonders for ELA as the curriculum 2 years ago and we are looking forward to seeing growth with the curriculum being used daily in the classrooms.

90 students received tier 2 or tier 3 interventions from MTSS Interventions

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

Instructional Coach, MTSS Interventionist, Student Interventionists and PBIS

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

Hicks faces major challenges with not having the staff to solely target students that fall under the tier II and tier III umbrella. In fact, we have over 100 students in tier III that do not receive adequate targeted instruction due to lack of staffing/intervention. We saw a large increase in academic achievement on MStep and NWEA when we had academic interventionists that solely met with students in small groups pushing into classrooms. Our focus for the 2022-2023 school year will be to increase the small group instruction in the classroom in order to support and decrease student learning gaps. An intervention block has been planned for K-5 in order to successfully implement small group reading interventions. In order to accomplish this there will also be a strong focus on Tier I instruction with the support of our Instructional Coach. Performance Coach Books will be used for whole class instruction in Math. Our data reflects that this high level of instruction works to assist with closing our math gap.

Truancy! Since 2015, Hicks has had the highest truancy rate among the district and there is still not a functioning truancy program to help close this gap. We are the only school that doesn't have a school resource officer. We need substantiated support from the district and Inkster Police Department so we can help educate the parents that education is the key component to their son/daughters success. When students aren't in their seats, they aren't learning. Our data will never jump like we want because of the serious absenteeism.

Breakfast and Lunch Program is below average at Hicks. Students can't learn unless they are fed appropriately. The food quality is inadequate and often times students choose not to eat it at all because of that. This just puts them further behind from a nutrition standpoint. Hicks continues to get donations and groceries from nearby churches, Gleaners Food Bank and donations to fill backpacks for children so they can eat at home after school. We had great success using the Blessings in a Backpack Program for 50 of our most hungry students. We know our most poverty stricken families to support. These standards need to change and expectations must be higher but it hasn't in the past 5+ years. Food quality must be addressed.

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

Yes, Title I funding requires that we focus our efforts on the bottom 30% of our students, who are the most at-risk. Intervention services are always based on and provided to those that are in the bottom 30% of our population.

Analyze the Root Cause - Literacy

Challenge Statement - Literacy:

If we capitalize on our strengths and bridge the identified gaps we will see growth in our academic areas.

Plan - Literacy

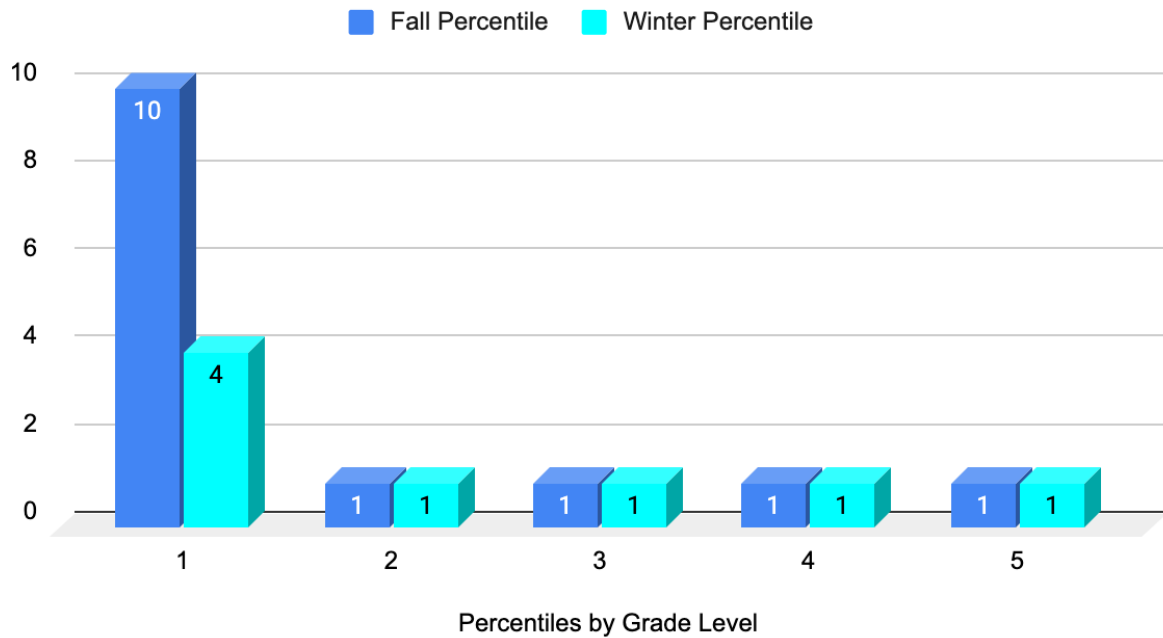
ELA Goal:

M-STEP SMART Proficiency Target Goal	<p>Based on the fact that 10.7% of 3rd grade students currently score proficient or higher on the MSTEP-ELA, our goal is that by June 2023, 25% will score proficient or higher on the same assessment..</p> <p>Based on the fact that 5.3% of 4th and 5th grade students currently score proficient or higher on the M STEP-ELA, my goal is that by June 2023, 25% will score proficient or higher on the same assessment. We increased this percentage with hopes that our newest curriculum Wonders will increase academic achievement that will carry over to MStep.</p>
---	--

ELA Targets: TBD

Assess Needs - Math

NWEA MATH: HICKS



MATH Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
K					
1	10	4	1	38	56
2	1	1	12	31	70
3	1	1	98	53	72
4	1	1	58	54	52
5	1	1	14	30	63
MATH Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
African American					
K					
1	6	2	1	35	43
2	1	1	9	29	55
3	1	1	99	55	53
4	1	1	64	55	38
5	1	1	8	33	48

Student Achievement - Mathematics

MSTEP	HICKS	Percentage of Students Proficient in Math		
		3rd Grade	4th Grade	Increase/Decrease in proficiency
	Year 1 (14/15 - 15/16)	21.60%	10.80%	-10.80%
	Year 2 (15/16 - 16/17)	8.70%	10.10%	1.40%
	Year 3 (16/17 - 17/18)	18.80%	6.60%	-12.20%
	Year 4 (17/18 - 18/19)	18%	3.40%	-14.60%
	DISTRICT			
	Year 1 (14/15 - 15/16)	35.10%	21%	-14%
	Year 2 (15/16 - 16/17)	25.90%	15.20%	-10.70%
	Year 3 (16/17 - 17/18)	28.20%	17%	-11%
	Year 4 (17/18 - 18/19)	25.70%	18.20%	-7.50%

M-STEP - Years 1, 3 and 4 showed a significant drop in proficiency in math from 3rd grade to 4th grade.

The number of students testing proficient on MSTEP mathematics decreased from 3rd to 4th grade in three out of four of the past four years. Last year, only three 4th grade students were proficient in math, while in the same cohort, as 3rd graders, 15 students were proficient in math.

	# of students proficient at the end of 3rd grade	# of students proficient by the end of 4th grade
Year 1	19	10
Year 2	9	9
Year 3	16	5
Year 4	15	3

MATH FALL TO WINTER					
Hicks	Fall '20 Percentile	Winter '21 Percentile	CGI	CGP - ALL	%Met Projections
Kindergarten	40	10	-4.27	1	12
1st Grade	4	1	-3.75	1	23
2nd Grade	14	1	-6.41	1	13
3rd Grade	1	1	-3.79	1	19
4th Grade	1	1	-2.14	2	24
5th Grade	1	1	-1.56	6	33

MATH WINTER TO WINTER					
Hicks	Winter'20 Percentile	Winter '21 Percentile	CGI	CGP - ALL	%Met Projections
1st Grade	2	1	-2.33	1	31
2nd Grade	7	1	-4.48	1	14
3rd Grade	2	1	-5.69	1	13
4th Grade	1	1	0.33	63	43
5th Grade	1	1	-1.71	4	32

Student Achievement - Mathematics NWEA

2018-2019 School Year

Gr.	Spring '18 Mean RIT	FALL '18 Mean RIT	Spring '19 Mean RIT	Baseline percentile	Spring Percentile	CGI	CGP	Percent met projection
K		135.0	154.4	27	23	-0.46	32	54
1	151.5		169.4	11	4	-1.88	3	30
2	168.2		180.5	2	3	-1.09	14	30
3	180.8		187.3	4	1	-2.23	1	26
4	187.5		198.7	1	2	0.63	73	59

NWEA- Four out of five grade levels had a negative growth index. Students in grades 2-4 are placing in the 1st-3rd percentiles. Grades 1-3 had approximately 30% meeting growth goals, and almost 60% met their goals in K and 4.

2017-2018 School Year

Gr.	Spring '17 Mean RIT	FALL '17 Mean RIT	Spring '18 Mean RIT	Baseline percentile	Spring Percentile	CGI	CGP	Percent met projection
K		133.0	149.6	19	7	-1.57	6	39
1		152.7	170	6	4	-0.73	23	29
2		165.5	182.6	3	7	0.36	64	45
3		176.2	190.5	1	2	0.53	70	45
4		186.7	195.5	1	1	-0.80	21	30

Data Story Response:

Gap Analysis

Based on the 2021-2022 Fall to Spring data our current 4th graders have shown an improvement in their CGI; going from -5.44 in 3rd grade to a 0.40 in 4th grade. The percentage of students who met their growth projection in 3rd grade was 0% and in 4th grade 49% met their growth projection.

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?**

Looking at the 2019-2020 fall to winter data the first graders had 42% met projection and as they moved to second grade 2020-2021 fall to winter that percentage dropped to 13%. The CGI for 2nd grade for the year of 2019-2020 fall to winter data is the highest compared to other grade levels, the CGI is -3.32. If you follow the second grade cohort from 2019-2020 to third grade 2020-2021 there is not much of a difference in the percentage met. This is a gap that needs to be addressed and closed for the 2021-2022 school year.

- 2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?** Instructional Coach, MTSS Interventionist, Student Interventionist (Building Para), Professional Development
- 3. Are there any major challenges not being addressed by a service, program, or activity?**

Hicks faces major challenges with not having the staff to solely target students that fall under the tier II and tier III umbrella. In fact, we have over 100 students in tier III that do not receive adequate targeted instruction due to lack of staffing/intervention. We saw a large increase in academic achievement on MStep and NWEA when we had academic interventionists that solely met with students in small groups pushing into classrooms. Our focus for the 2022-2023 school year will be to increase the small group instruction in the classroom in order to support and decrease student learning gaps. An intervention block has

been planned for K-5 in order to successfully implement small group reading interventions. In order to accomplish this there will also be a strong focus on Tier 1 instruction with the support of our Instructional Coach. Performance Coach Books will be used for whole class instruction in Math. Our data reflects that this high level of instruction works to assist with closing our math gap.

Truancy! Since 2015, Hicks has had the highest truancy rate among the district and there is still not a functioning truancy program to help close this gap. We are the only school that doesn't have a school resource officer. We need substantiated support from the district and Inkster Police Department so we can help educate the parents that education is the key component to their son/daughters success. When students aren't in their seats, they aren't learning. Our data will never jump like we want because of the serious absenteeism.

Breakfast and Lunch Program is below average at Hicks. Students can't learn unless they are fed appropriately. The food quality is inadequate and often times students choose not to eat it at all because of that. This just puts them further behind from a nutrition standpoint. Hicks continues to get donations and groceries from nearby churches, Gleaners Food Bank and donations to fill backpacks for children so they can eat at home after school. We had great success using the Blessings in a Backpack Program for 50 of our most hungry students. We know our most poverty stricken families to support. These standards need to change and expectations must be higher but it hasn't in the past 5+ years. Food quality must be addressed.

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

Yes, our students that are the most at-risk do receive services and support due the fact that we follow Title I guidelines. We need additional support based on the number of children in Tier 3 at Hicks.

Analyze the Root Cause

Create a Challenge Statement

When we continually ensure that we have a positive culture and climate as a foundation, then we can better support our students academically to achieve our goals because concerns that usually plague the most at-risk students are eliminated.

Plan - Math

MATH Goal:

M-STEP SMART Proficiency Target Goal	<p>Based on the fact that 18% of 3rd grade students currently score proficient or higher on the MSTEP-MATH, my goal is that by June 2023, 25% will score proficient or higher on the same assessment.</p> <p>Based on the fact that 6.6% of 4th grade students currently score proficient or higher on the MSTEP-MATH, my goal is that by June 2023, 25% will score proficient or higher on the same assessment.</p>
---	--

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

☒ Quantitative Data

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

☐ NWEA projected growth goal

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

7 % Change

Measure Due Date: Yearly

Assess Needs - Behavior

Data Story #3

Office Discipline Referrals

- 1) Is there a discrepancy by race with ODRs?
80.11% of our ODRs are African American Students
17.68% of our ODRs are Caucasian Students
0.55% of our ODRs are Hispanic Students
1.66% of our ODRs are Multiethnic Students
- 2) What observations, inferences, questions emerge when looking at Risk-Ratio data?
When looking at the ODR data, it appears that we are disproportionately writing students up when in reality our student population is ____% African American and ____% other.
- 3) How many students have five or more ODRs?
9
- 4) How many students have 10 or more ODRs?
1
- 5) What strategies are you using to reduce ODRs?
Hicks staff know that ODR's are a trigger for students having a trauma filled background or currently living in trauma. Our administrators and teachers talk our students through their issues opposed to punitive discipline.

Suspensions

- 1) Is there a discrepancy by race with suspensions? Who is more likely to be suspended and by how much?
- 2) What observations, inferences, questions emerge when looking at

Risk-Ratio data?

- 3) How many students have more than three in-school suspensions?
- 4) How many students have more than three days of out-of school suspension?
- 5) How many students have more than 10 days of out-of school suspensions?
- 6) What strategies have you used to decrease suspensions?
Our staff have been trained by Hicks Administration and other PD regarding punitive discipline particularly toward children of color and students with trauma filled lives. They understand the pipeline to prison so we push discussion through feelings and giving children a moment to discuss their emotions so they don't act on them. Positive teacher-student relationships are the expectation at Hicks Elementary.

Data Story Response:

Gap Analysis

What strengths have been uncovered?

Hicks uses PBIS, Staff and Student Mentors, Peer mediation, Check-in/Check-out, Restorative Practices, parent meetings, positive dojo, lunch rewards with staff.

What growth has been identified?

Students have begun to diffuse situations among themselves prior to the issue escalating.

What learner needs are not being met?

Tier 3 student needs are not fully met due to lack of staffing.

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

PBIS, Instructional Coaches, Instructional Rounds, Restorative Practices.

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

Hicks faces major challenges with not having the staff to solely target students that fall under the tier II and tier III umbrella. In fact, we have over 100 students in tier III that do not receive adequate targeted instruction due to lack of staffing/intervention. We saw a large increase in academic achievement on MStep and NWEA when we had academic interventionists that solely met with students in small groups pushing into classrooms. Our focus for the 2022-2023 school year will be to increase the small group instruction in the classroom in order to support and decrease student learning gaps. An intervention block has been planned for K-5 in order to successfully implement small group reading interventions. In order to accomplish this there will also be a strong focus on Tier 1 instruction with the support of our Instructional Coach. Performance Coach Books will be used for whole class instruction in Math. Our data reflects that this high level of instruction works to assist with closing our math gap.

Truancy! Since 2015, Hicks has had the highest truancy rate among the district and there is still not a functioning truancy program to help close this gap. We are the only school that doesn't have a school resource officer. We need substantiated support from the district and Inkster Police Department so we can help educate the parents that education is the key component to their son/daughters success. When students aren't in their seats, they aren't learning. Our data will never jump like we want because of the serious absenteeism.

Breakfast and Lunch Program is below average at Hicks. Students can't learn unless they are fed appropriately. The food quality is inadequate and often times students choose not to eat it at all because of that. This just puts them further behind from a nutrition standpoint. Hicks continues to get donations and groceries from nearby churches, Gleaners Food Bank and donations to fill backpacks for children so they can eat at home after school. We had great success using the Blessings in a Backpack Program for 50 of our most hungry students. We know our most poverty stricken families to support. These standards need to change and expectations must be higher but it hasn't in the past 5+ years. Food quality must be addressed.

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

Yes, our students that are the most at-risk do receive services and supports due the fact that we follow Title I guidelines. We need additional support based on the number of children in Tier 3 at Hicks.

Analyze the Root Cause

Create a Challenge Statement

Truancy is the root cause of many deficit areas. Students that are excessively absent fall further behind in class which widens the academic achievement gap. Students that have excessive truancy typically come from poverty stricken homes associated with some form of trauma. This will all in turn increase behaviors and social emotional outbursts.

Plan - Behavior

Behavior Goal:

PBIS: By June 2023, Hicks Elementary school will increase behaviors that promote learning and positive relationships by reducing the number of out of school suspensions by 25%, resulting in 75 or less. There will be a major focus on the PBIS mantra (Be Respectful, Be Responsible, Be Safe). Students will be required to memorize and understand this mantra, the results will be verified through the TFI survey. There will be teacher training put in place conducted by the leadership team to ensure that all teachers understand the correct protocol of sending a student to the office. This training should result in disciplinary office visits plummeting as the school year progresses.

SEL: By June 2023, Hicks Elementary school will further our work with restorative practices to move from almost exclusively teacher, coach, principal initiated restorative circles to students being equipped with the tools to initiate their own restorative circles before the situation escalates.

Both the PBIS and the SEL goals will be able to be measured by the discipline data that is recorded monthly by the PBIS coordinator. We should continue to see declines in all areas of discipline referrals.

Behavior Targets:

☐ Quantitative Data

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

How will the data change? Increase in Value ☒ Decrease in Value

10 % Change

Measure Due Date: Yearly

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

Hicks faces major challenges with not having the staff to solely target students that fall under the tier II and tier III umbrella. In fact, we have over 100 students in tier III that do not receive adequate targeted instruction due to lack of staffing/intervention. We saw a large increase in academic achievement on MStep and NWEA when we had academic interventionists that solely met with students in small groups pushing into classrooms. Our focus for the 2022-2023 school year will be to increase the small group instruction in the classroom in order to support and decrease student learning gaps. An intervention block has been planned for K-5 in order to successfully implement small group reading interventions. In order to accomplish this there will also be a strong focus on Tier 1 instruction with the support of our Instructional Coach. Performance Coach Books will be used for whole class instruction in Math. Our data reflects that this high level of instruction works to assist with closing our math gap. *****CHANGE TO MATH INTERVENTION IS NEEDED!!!*****

Truancy! Since 2015, Hicks has had the highest truancy rate among the district and there is still not a functioning truancy program to help close this gap. We are the only school that doesn't have a school resource officer. We need substantiated support from the district and Inkster Police Department so we can help educate the parents that education is the key component to their son/daughters success. When students aren't in their seats, they aren't learning. Our data will never jump like we want because of the serious absenteeism.

Breakfast and Lunch Program is below average at Hicks. Students can't learn unless they are fed appropriately. The food quality is inadequate and often times students choose not to eat it at all because of that. This just puts them further behind from a nutrition standpoint. Hicks continues to get donations and groceries from nearby churches, Gleaners Food Bank and donations to fill backpacks for children so they can eat at home after school. We had great success using the Blessings in a Backpack Program for 50 of our most hungry students. We know our most poverty stricken families to support. These standards need to change and expectations must be highered but it hasn't in the past 5+ years. Food quality must be addressed.