



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

[JGHS NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: John Glenn High School

School Address: 36105 Marquette, Westland, MI 48185

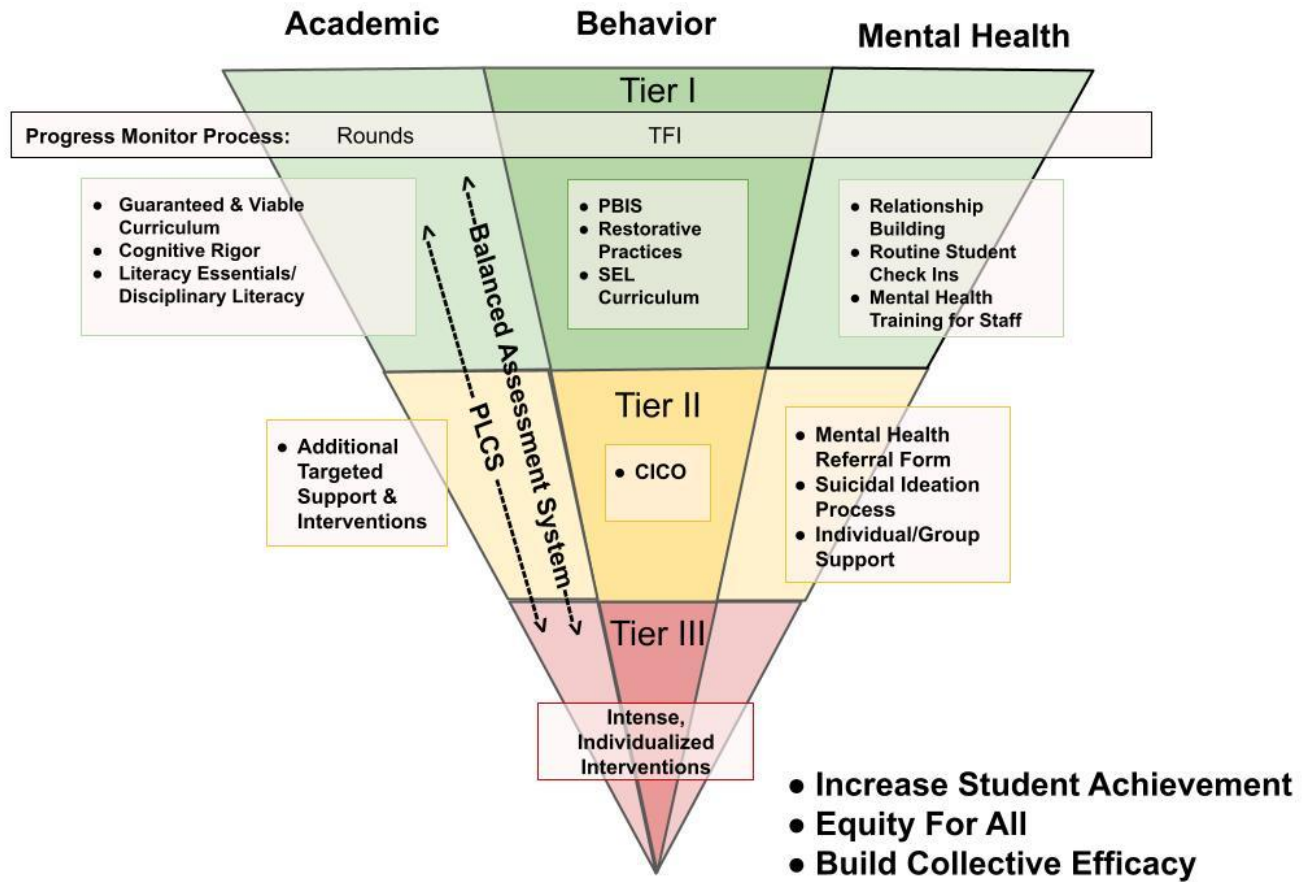
School Improvement Team Members and Role	
Julie Wakefield	Jeff Wesley
Eric Henzi	Kas Butler
JuaQuita Grady	Dan Coon
Steve Conn	Cheryl Neal
Bill Polk	Cassie Cole
Jeff Harden	Don Loomis
Kris Drews	Cathy German
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The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

CNA LINK: [JGHS CNA - SI 2020-2021](#)

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Multi-Tiered System of Supports





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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. [\[Add link here\]](#)

After-school tutoring

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

It is a Tier II intervention. Students use it for retaking tests, and getting help on work that they are struggling with. It is suggested, not targeted.

2. What personnel are involved in the implementation?

The tutoring team, led by Mr. Henzi.

3. What is the expected outcome?

Increase student success both in grades and in student understanding of the material.

4. What evidence for outcomes are there thus far?

Evidence is inconclusive. Students that attend can increase their knowledge, and may retake tests to increase their grade, however, the students that need this resource may not be using it, have access to it, or be aware of it.

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

Unsure.



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

None.

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Assess Needs - Literacy

Data Story #1

Data Sets

- [JGHS CNA - SI 2020-2021](#)

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

The SAT data from the last seven years show that JGHS students are below both state and national averages for College Readiness Benchmarks in Reading and Language skills; however, JG scores have been improving since 2017 to 2019. There is a discrepancy in achievement levels when African American students scores are compared to Caucasian students on the SAT.

There was very little growth for all students on the NWEA MAP test. Most students are below the 50th percentile when compared to other students nationally. Within our school, the Juniors' scores for winter '21 are higher than winter '20. Ninth graders show the lowest CGI in all ELA categories.

Gap Analysis - Literacy

Identify and list any gaps found in literacy (ELA) data between your current reality and desired state. There are very few students, across our demographics, meeting or exceeding reading/writing benchmarks. We hope to increase the number of students reaching these benchmarks, and meet or exceed state and national standards.

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?
Juniors actually improved during the pandemic. What growth has been identified? The juniors' NWEA reading scores.

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2. What learner needs are not being met?
There does not seem to be ample time devoted, currently, throughout the year, for building these skills. Students who are allowed extra services may not ask for them.
3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
Tutoring and Special Education services.
4. Are there any major challenges not being addressed by a service, program, or activity?
It is difficult to know what services students actually need or receive.
5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Outside of the building tutoring program, prevention programs, services, and supports are minimal.

The only course we have to support students who are at the greatest risk for reaching grade-level competency in Language and Reading skills is our Reading Strategies class.

The process for identifying students who would benefit from this course was discussed at the Secondary ELA District Content Meeting. The process varies by building.

We offer after-school tutoring once a week.

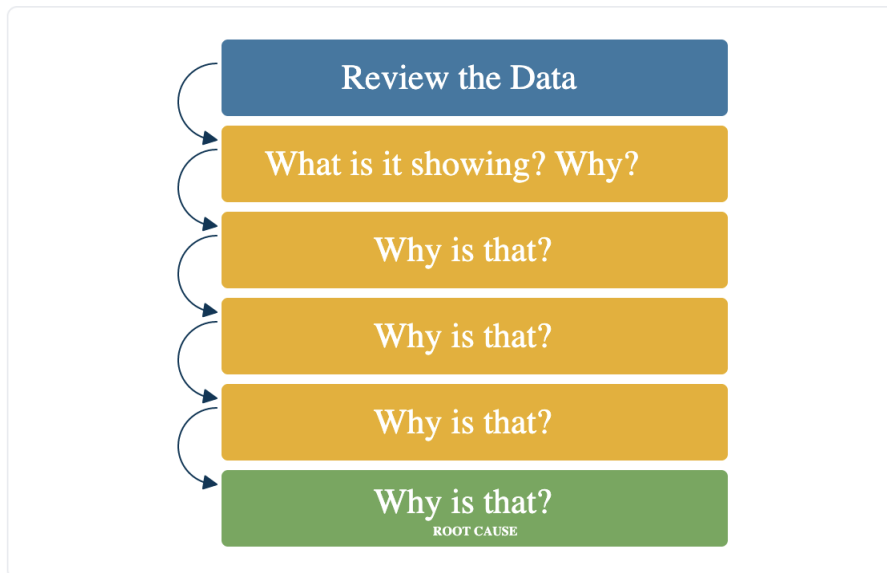
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Analyze the Root Cause - Literacy

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.

- ☐
- ☐ [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.



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

SAT scores are below state average. Also, “*Most students are below the 50th percentile when compared to other students nationally.*” And, “*Ninth graders show the lowest CGI in all ELA categories.*” In short, we have students that “have trouble writing” and reading.

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

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While we do have an ELA curriculum in place that emphasizes reading and writing, our building is deficient in providing a 9th grade course that solely focuses on the mechanics and fundamentals grammar, writing, and reading skills. This is NOT a new curriculum, rather, it is adding onto what is currently in place, matched with the appropriate state standards. Also, we have backed off emphasizing these skills across content areas, a building “buy-in”, if you will.

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

Prior to taking the SAT, the ACT preparation was by far, more cohesive across content areas. Because of this, reading & writing gained building focus. With the introduction of new initiatives, these can have a tendency to fall off, and commitment may fade.

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

A contributing factor has been, previously, multiple changes in leadership (six times in three years). Another factor is that additional demands on class time and priority standards by content may limit what teachers can focus on and get completed, e.g., getting through a vast amount of content in a school year--more is expected, but often with less time.

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

Students do not have the opportunity to get exposed to, and practice these writing and reading skills in a guided setting on a regular basis.

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

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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:

Students struggle with writing and reading at John Glenn. If there are resources provided to students early on (9th grade) which focus on the mechanics and fundamentals of the aforementioned skills, along with collaborative support across content areas, then we should see improvement in these areas across the demographics and grade levels.

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.

Example: Our goal is to provide opportunities for students to engage in differentiated literacy activities across content areas, in order to improve ELA SAT/ PSAT, M-STEP and NWEA scores by 5% by 2022.

ELA Goal: Our goal at John Glenn is to provide resources and opportunities for student performance to improve on the SAT, by closing the achievement gap between the state and national average, by 3%, by 2023.

ELA Targets:

❑ Quantitative Data

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- ☐ Select which data from your story you would like to track.
SAT/PSAT, NWEA, M-STEP We'd like to look at SAT/PSAT
- ☐ How will the data change? ☒ Increase in Value ☐ Decrease in Value
- ☐ ___6___ % Change
- ☐ Measure Due Date: ___Spring 2023_____
- ☐ Measure Explanation (optional)

Assess Needs - Math

Data Story #2

Data Sets

- [JGHS CNA - SI 2020-2021](#)

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

The data is showing that JGHS students are below state averages and grade level for mathematics. There is also a discrepancy in achievement levels when African American students scores are compared to Caucasian students. There was some measurable growth for all students on the NWEA MAP test, but most students are below the 50th percentile when compared to other students nationally.

Gap Analysis

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.

- i. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?
 - a. NWEA Data:
 - i. The math scores improved for all groups in 9th and 10th grade. Juniors either stayed the same or decreased by 1 in all categories. (Most juniors are in Alg 2 which is not well

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- represented on the NWEA)
- ii. African American student's CGI was particularly high in 9th and 10th grade years.
- iii. The African American students have a higher Met projections percentage as compared to the overall and caucasian students data
- iv. The math scores improved for all groups in 9th and 10th grade. Juniors either stayed the same or decreased by 1 in all categories. (Most juniors are in Alg 2 which is not well represented in the NWEA topics)
- v. More than 50% of all students in all groups met projections.
- vi. CGI - Most of our scores are at the mean or above.
- vii. African American CGI for 9th and 10th grade are greater than 1
- viii. African American students have a lower percentile score compared to the overall and caucasian students.
- ix. Percentile scores are lower in African American Students compared to Caucasian and all students.
- x. The juniors do not show as much growth.
- xi. Percentile scores in general are on the lower end.
- b. SAT Data
 - i. Gap between JGHS and the state and national averages is shrinking
 - ii. In general our scores have increased since 2016
 - iii. We are still below state and national averages.
 - iv. Only 21% of students met or exceeded benchmarks on both Language Arts and Math tests
 - v. Only 12 (out of 159) African American students met or exceeded benchmarks on both the Language Arts and Math tests.
- 2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
 - a. SAT prep/questions as warm ups
 - b. Math skills course
 - c. After-school tutoring (Thursday evenings)
 - d. Activities with SAT questions based on what topics we are covering.
- 3. Are there any major challenges not being addressed by a service, program, or activity?

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- a. Middle to high school transition. We do not have enough support in place to ensure freshmen are successful.
 - b. Lack of support for students outside of school
 - c. Prior knowledge deficits
 - d. Closing achievement gaps that exist in sub groups such as African American and Special Education students.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
- a. Learners at the greatest risk are receiving support services, but we need to expand and improve our support programs to better serve our at risk students.

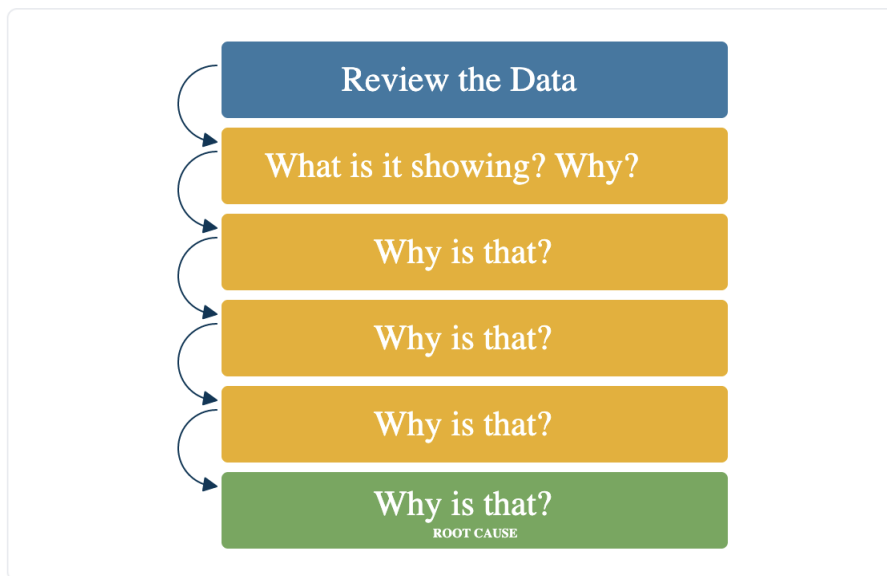
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Analyze the Root Cause

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.

- ☐ [JGHS CNA](#)
- ☐ [Five Whys](#)
- ☐ [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.

Many students are achieving below grade level because they lack the math foundational skills to be successful in the high school curriculum.

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

They have not mastered skills/content in previous math courses.

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

Students did not receive the adequate depth of knowledge needed to master previous content and skills in order to layer their knowledge in the sequence of math courses.

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

Teachers concentrate on topic coverage rather than ensuring a deeper understanding of critical math content.

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

Content is not vertically aligned to ensure the power standards for each course is covered in depth.

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 we vertically align our curriculum and identify the power standards for each course, then teachers can ensure that the critical curriculum topics are taught in greater depth for understanding.

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.

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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:

Our goal is to vertically align our curriculum so that instruction is more targeted towards in depth student knowledge, in order to improve SAT/PSAT scores by 1%.

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

☐ Quantitative Data

- ☐ 2021/2022 PSAT/SAT scores.
- ☐ How will the data change? 0 Increase in Value 0 Decrease in Value
- ☐ 1 % Change
- ☐ Measure Due Date: May 20th 2022

Assess Needs - Behavior/SEL

Data Story #3

Data Sets

- [JGHS CNA - SI 2020-2021](#)

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

Currently African-American students have more ODRs (63% vs 30%) than their Caucasian peers. Additionally African-American students while making up 39.82% of the student enrollment account for 50% of the total suspensions.

Gap Analysis

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

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?
 - a. Less than 2% of students building wide have five or more ODRs
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
 - a. We have implemented a discipline flowchart in our staff handbook which delineates interventions and also indicates steps to be taken prior to writing a referral. This flowchart also specifically names which behaviors are teacher managed, and which behaviors are administratively managed. The flowchart also indicated possible interventions that administration may employ short of suspension of students.
3. Are there any major challenges not being addressed by a service, program, or activity?
 - a. Many of our students come from low socioeconomic backgrounds. Some of these students do not have their basic needs (food, clothing, shelter, etc) met. As a result of this students are focused on those basic needs rather than engaging in the school environment.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
 - a. Learners at the greatest risk are receiving services, but we need to do more to educate our entire school community on cultural diversity and cultural sensitivity. and asking our learners at greatest risk how their needs are not being met.
 - b. We also need to ask our learners at the greatest risk why they might feel unmotivated and what needs are not being met that would allow them to fully focus on student engagement.

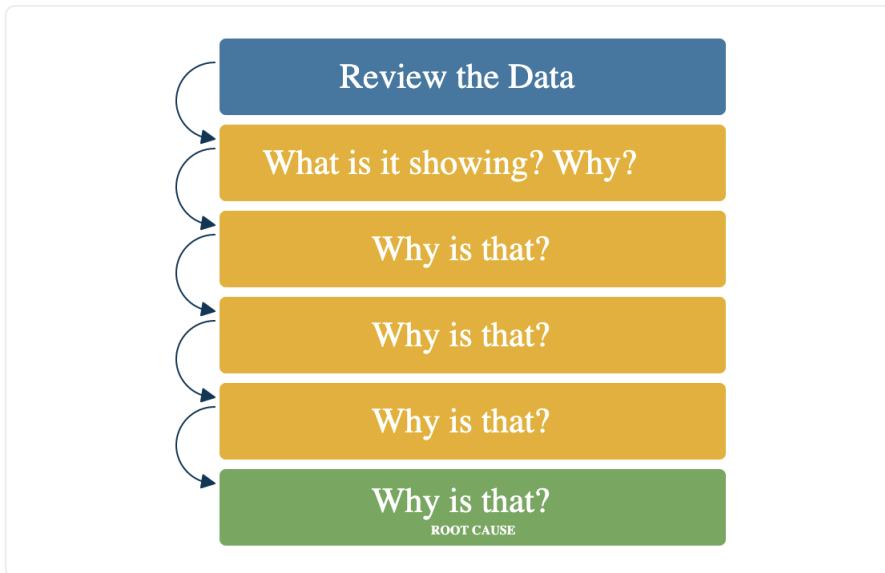
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Analyze the Root Cause

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.
 - a) The data is showing that African American students make up 39.82% of the student population but account for 50% of all suspensions. Additionally African American students with ODRs averaged 2.8 ODRs per student and Caucasian students with ODRs averaged 2 ODRs per student.
- 2) Looking at your response to the previous question, explain why that is.

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- a) African-American students received more ODRs per student than Caucasian students with African-American students (39.82% of student body) accounting for 63% of ODRs while Caucasian students (48.87% of student body) accounted for 30% of ODRs.
- 3) Looking at your response to the previous question, explain why that is.
 - a) Inferences can be made that there is a disproportionate response to misbehavior in African-American students.
- 4) Looking at your response to the above question, explain why that is.
 - a) Our primarily Caucasian faculty and staff, as a group, appear to have bias in thinking in regards to cultural differences between the African-American students and their Caucasian counterparts regarding appropriate behavior in school.
- 5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
 - a) Society in general tends to repeat the bias of previous generations unless purposefully becoming aware of, understanding, and addressing any bias. These are uncomfortable conversations and people tend to avoid them at risk of offending someone or looking unwilling to change deep-seated beliefs. Additionally a group of our students may not have their basic needs met which impacts their ability to engage in school and to be successful.

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.

We need to ask our students and our families what they feel is the root cause of the data.

Create a Challenge Statement

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_____ If we provide training on cultural diversity and cultural sensitivity with our entire school community as well as work to ensure that students basic needs are being met, ODRs and Suspensions will go down and class engagement will go up.

Plan - Behavior/SEL

Define Behavior/SEL 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/SEL Goal:

Our goal is to provide staff training on cultural diversity and cultural sensitivity. By implementing this training, our ODRs for African-American students will decrease by 5% by the end of 2021-2022 school year.

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 Suspensions by ethnicity
- ☐ How will the data change? 0 Increase in Value Ø Decrease in Value
- ☐ __decrease by 5 % Change
- ☐ Measure Due Date: by the end of the 2021-2022 school year