



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

[Roosevelt-McGrath NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Roosevelt-McGrath Elementary

School Address: 36075 Carrier Wayne, MI 48184

Roosevelt-McGrath School Improvement Team

Jen Troike	McGrath Teacher
Alan McGowan	Specials Teacher
Rebekah Bosh	5th
Alyssa Dane/Skyla Thompson	4th
Kara Vusich	3rd
Allison Raylean	2nd
Hayley Borg	1st
Tessa Sedlon	k
Darcy Burden	Parent
Alice Gray	SSI
Audrey Windecker	IC
Mary Daly	MTSS
Jen Zahler	Special Education Representative
Mark Watson	Principal

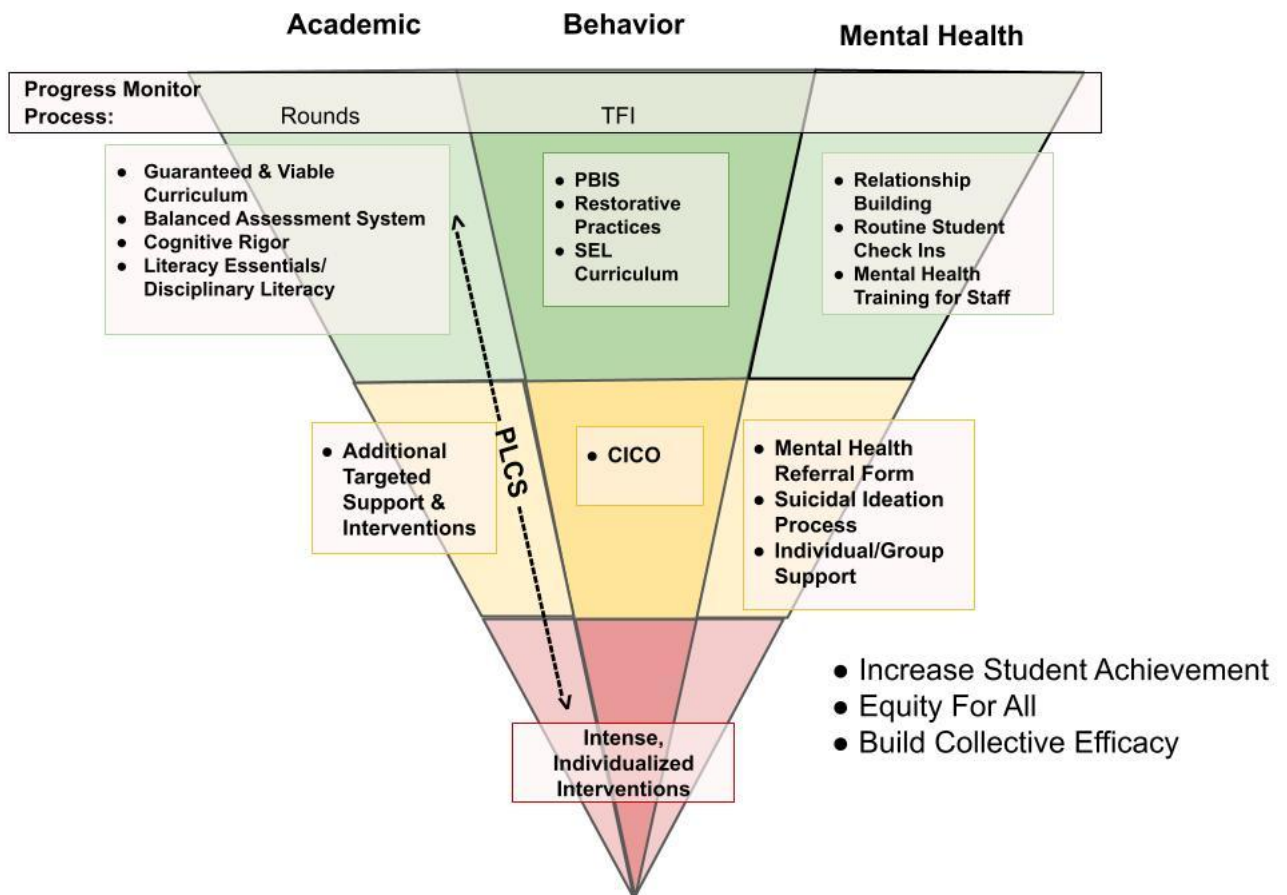
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The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

RM CNA

MTSS Graphic

MTSS





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Initiative Inventory

[RM 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. [RM Initiative Inventory](#)

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

All teaching staff, Administrator, MTSS Interventionist, Instructional Coach

3. What is the expected outcome?

Teachers will implement best practice instruction throughout their curriculum. All teachers will implement the Literacy Essentials within their Wonders Curriculum. Teachers will utilize Fountas and Pinell Guided Reading in small group instruction. Teachers will utilize Math Tasks and Number Talks throughout their math instruction.

4. What evidence for outcomes are there thus far?

Coach and teachers have worked together to implement Number talks and Math Tasks in their math instruction. Teachers have utilized the Wonders curriculum and implemented the Literacy Essentials throughout their Instruction.

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

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Title I and Amendment budget

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

Coaching Cycles, Instructional rounds PLC's, School Improvement Team to help facilitate PD during staff meetings/PLCs.

Assess Needs - Literacy

Data Story #1

Data Sets

- [RM CNA](#)

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

Students are entering K at a relatively equal mean RIT, but as they progress through each grade level, higher numbers of AA students are not meeting their projected RIT. The gap widens between AA and Caucasian students when compared to the national norm.

Gap Analysis - Literacy

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

Looking at the CGP for K, AA students are in the 1st percentile, while C students are in the 74th. CGP for each grade level:

First grade: AA: 62. C: 1

Second Grade: AA: 5. C: 6

Third Grade: AA: 1. C: 1.

If both AA & C students have a very similar entering RIT, why is there such a difference in the CGP? We are unsure whether to look for trends in the RIT scores or the CGP.

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

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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?
 - a. Strengths: 1st grade AA students in the 62nd percentile
 - b. Strengths: K students 74th percentile
2. What learner needs are not being met?
 - a. Looking at the data, needs of both AA and C students are not being met, particularly in 2nd and 3rd grade.
3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
 - a. Instructional Rounds, 5D, Hess matrix, Small Group Instruction,
4. Are there any major challenges not being addressed by a service, program, or activity?
 - a. See note above in red.
5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
 - a. We are working hard to meet the needs of the students known to be at risk. We have 3 staff members designated to address social emotional needs. However, due to the hybrid learning model and lack of interventionists, the literacy needs of students most at risk are not being met.

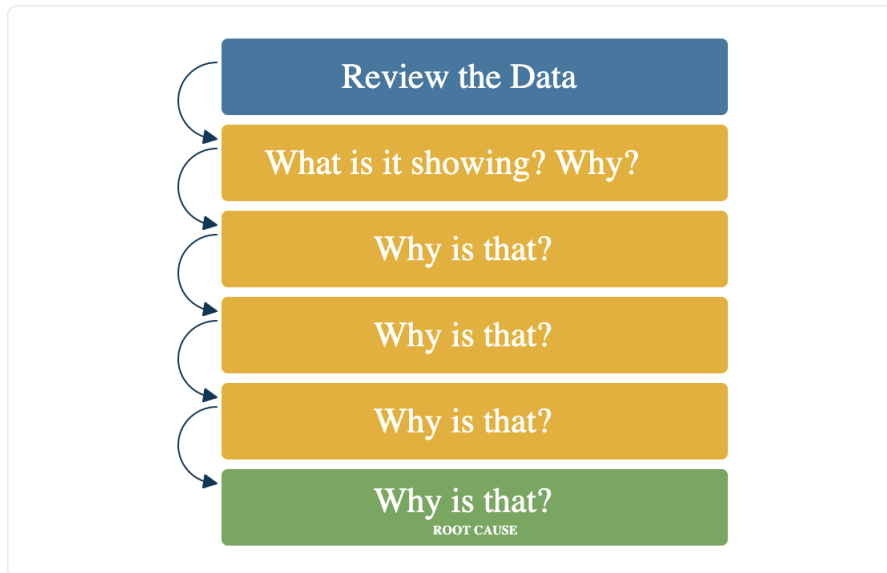
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Analyze the Root Cause - Literacy

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.

- ❑ [RM CNA](#)
- ❑ [RM Literacy Five Whys Template](#)
- ❑ [RM Root Cause Analysis 20-21](#)

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.
We did not have a district-wide ELA curriculum during the 18-19 school year. Therefore, students taking NWEA in the fall of 2019 had not had exposure to consistent use of a research based curriculum.

2) Looking at your response to the previous question, explain why that is.
The year previous, the district had been using MAISA units inconsistently. Mentor texts and materials were not provided to teachers. In the case of new teachers, no training or PD was provided.

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3) Looking at your response to the previous question, explain why that is. Prior to MAISA, the district had been using a combination of Houghton Mifflin, Making Meaning, and Lucy Calkins. There were no complete sets for teachers to use, so the ELA resources had been inconsistent for many years.

4) Looking at your response to the above question, explain why that is. At the time, funds were not being allocated towards the ELA curriculum.

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

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 the district had allocated resources for a research based ELA curriculum, then perhaps more students would have met their reading RIT.



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Plan - Literacy

Define Literacy (ELA) Goal

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

Example: Our goal is to provide opportunities for students to engage in differentiated literacy activities, in order to improve ELA M-Step scores by 5% by June 2023.

ELA Goal:

Our goal is to provide tools, strategies, and training for our students and staff to improve K-5 NWEA Reading scores. In addition, our goal is to provide continued professional development with our research based Wonder's ELA program along with our Literacy Essentials in order to improve our ELA M-Step scores by 5% by June of 2023.

ELA Targets:

- ☐ **Quantitative Data**
- ☐ Select which data from your story you would like to track. MSTEP
 - ☐ How will the data change? 5% Increase in Value 0 Decrease in Value
 - ☐ ____5_ % Change
 - ☐ Measure Due Date: ____June 2023____
 - ☐ Measure Explanation (optional)

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Assess Needs - Math

Data Story #2

Data Sets

- [RM CNA](#)

Data Story Response: Looking at the data, 99% of students are scoring better than our students for the 20-21 school year. Our CGI falls very far from zero across the board.

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state. We would like to have better math instruction practices in order to see more growth progress in our students. We would like to know what specific areas are strengths and weaknesses.

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?
It is hard to see the strengths when we are at 1%. Second grade 48% met their projections from winter 2020 - 2021.
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
Math task training, instructional rounds, instructional cycles, PD
3. Are there any major challenges not being addressed by a service, program, or activity? We need to tighten up our PLCS and tailor it to our specific needs. We need to focus on best practices in math instruction. Is the curriculum supporting the standards?
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Not in math. We have been focusing on 3rd grade



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reading law for k-3. This puts a lot of pressure on instruction. Small group math instruction hasn't been a priority.

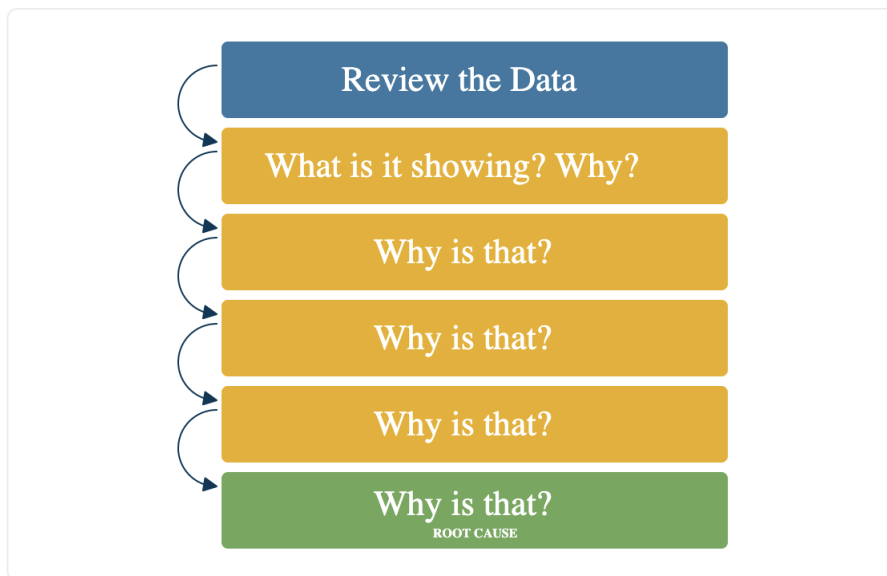
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Analyze the Root Cause

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.

Due to virtually teaching, teachers did not feel that best practice instruction (i.e. math tasks, number talks) we're not transferable. As a school, our math Tier 1 instruction needs to be more consistent using best practice instruction.

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

Teachers have had a variety of training in math instruction. Many teachers do not use the provided math curriculum, or only use parts of it, leaving many gaps and

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inconsistencies in our school's math instruction. This has left gaps in our student's learning.

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

Teachers have not been held accountable for using our math curriculum and using best practices. Gaps in our student's learning, has refocused some teachers to use supplemental materials in Tier 1 instruction to reteach/review concepts not related to grade level standards.

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

Data isn't being reviewed and utilized to drive Tier 1 instruction.

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

Teachers need training on gathering student data, reading student data, and using that data to drive instruction. PLC's needs to be spent reviewing grade level data.

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.*

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Challenge Statement: If we establish a schoolwide cohesive PLC format to discuss student's data, then we can use that information to improve our best practice instruction in Tier 1 instruction.

Plan - Math

Define MATH Goal

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

Example: *Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2023.*

MATH Goal:

Our goal is to provide tools, strategies, and training for our students and staff to improve K-5 NWEA Math scores. In addition, our goal is to provide opportunities for all students to receive best practice instruction in math (i.e. fluency, math tasks, number talks, Eureka curriculum, essential practices guided by common core standards) with an emphasis on foundational skills, to improve MSTEP scores by 5% in each grade level by June 2023.

Math Targets:

☐ Quantitative Data

- ☐ Select which data from your story you would like to track.
NWEA RIT Scores and MSTEP scores
- ☐ How will the data change?
5% **Increase in Value** 0 Decrease in Value
- ☐ ___5___ % Change
 - ☐ Each grade level has specific point values
- ☐ Measure Due Date: June 2023

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Assess Needs - Behavior

Data Story #3

Data Sets

- <https://docs.google.com/document/d/irVxkUtT9av2Hm7SYvWLwNZ5bCxp2cGt3YypvDYCanLo/edit?usp=sharing>
-
- [ODR Color Graph](#)
- https://m.youtube.com/watch?v=KoqaUANGvpA&feature=share&fbclid=IwAR0KfqeoAoEK19pnkWOggEjmE0r-VU6x_HqVCI7dewHWBP7NPBOcaZrl9Y0

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

Up to 4th grade, boys are receiving ODRs at higher rates than girls. It comes to a peak in 3rd grade, but begins to lower in 4th and 5th.

Gap Analysis

Identify and List any gaps in **Behavior** 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.

- I. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?

Involved Staff (including building staff who are actively involved with students daily), involved parents. PBIS, some trauma informed staff.

Students are not feeling secure based on Covid, in addition to challenges, stressors and trauma in their home lives. Students are arriving at school with these challenges which make it difficult for them to learn and follow school expectations.

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Additionally, at this age, children need the opportunity to move about and release their natural developmentally appropriate energies.

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

PBIS, Family Resource Center, Support Staff, Parent advocates.

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

Our students need to feel safe, and they need a physical outlet for their energies as well as their anxieties. Boys in particular appear to need this outlet.

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

Students who do not receive special education services are often not served until there is a problem. Due limited staff resources, we are often reacting instead of being proactive.

Analyze the Root Cause

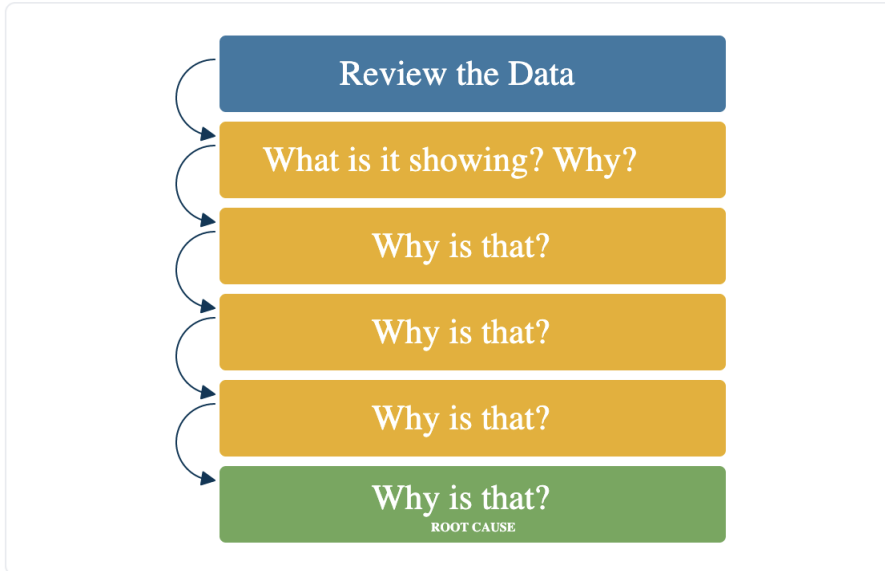
Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

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

Children need a physical outlet for their energies both positive and negative. When they don't have this physical outlet, we see an increase in negative behaviors.

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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.
Currently, there is no noted disproportionality between ethnic groups in the school, however, there is a notable difference between boys and girls, peaking at third grade, before the boys start to level off in 4th and 5th grade.
- 2) Looking at your response to the previous question, explain why that is.
Our kids come to school with trauma, and natural developmental needs that require more movement. Students currently only have a 20 minute recess once they are in 1st grade, often the first, non-structured break they have is lunch, which is taken up by eating. Although recently, lunch has become more interactive and allowed for kids to enjoy themselves and the community
- 3) Looking at your response to the previous question, explain why that is.
There is a lack of time in the schedule, with all we need to do, to allow for physical movement for our students, as well as proactive SEL learning, which would help them identify feelings that may be impacting their choices.
- 4) Looking at your response to the above question, explain why that is.
Staff may lack confidence or knowledge in how homelives/trauma really

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impact behaviors and a student's ability to learn and follow classroom expectations, as well as how to address these proactively.

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

Recess and Emotional Development have not been focused on as proactive strategies because we have been focused on other equally important demands and reacting to issues.

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

Create a Challenge Statement

We need to find creative ways to build the opportunity for physical movement, and emotional growth into our day.

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:

Behavior Goal: *Our goal is to provide students with purposeful engaging movement activities focused on self-awareness and positive choices which will reduce the number of ODRs by 25% by June 2023.*

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

☐ Quantitative Data

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



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ODRs by grade level and gender

Time of day incidents occur

Location of incidents

- ☐ How will the data change? 0 Increase in Value ☒ Decrease in Value
- ☐ ___25___ % Change
- ☐ Measure Due Date: *June 2023*